

# COMMONWEALTH of VIRGINIA

## Board of Education Agenda

**Date of Meeting:** March 29, 2007

**Time:** As Shown

**Location:** Jefferson Conference Room, 22<sup>nd</sup> Floor, James Monroe Building  
101 North 14<sup>th</sup> Street, Richmond, Virginia



**9:00 a.m. FULL BOARD CONVENES**

**Moment of Silence**

**Pledge of Allegiance**

**Approval of Minutes of the February 28, 2007, Meeting of the Board**

**Public Comment**

### **Action/Discussion on Board of Education Regulations**

- A. Final Review of Proposed Revisions to the *Regulations Governing Secondary School Transcripts* (8 VAC 20-160-10 et seq.)
- B. First Review of Proposed Revisions to the *Standards for Interdepartmental Regulation of Children's Residential Facilities*
- C. Report from the Advisory Board on Teacher Education and Licensure on Recommendations on the Proposed *Regulations Governing the Review and Approval of Education Programs in Virginia* (8 VAC 20-542-10 et seq.) and Proposed *Regulations Governing the Licensure of School Personnel* (8 VAC 20-22-10 et seq.)
- D. Final Review of the Proposed *Regulations Governing the Review and Approval of Education Programs in Virginia* (8 VAC 20-542-10 et seq.)
- E. Final Review of the Proposed *Regulations Governing the Licensure of School Personnel* (8 VAC 20-22-10 et seq.)

### **Action/Discussion Items**

- F. First Review of Proposed Schedule for the Adoption of History and Social Science Textbooks and Instructional Materials
- G. Final Review of a High Objective Uniform State Standard of Evaluation (HOUSSE) for Visiting International Faculty (VIF) Cultural Exchange Teachers

## **Action/Discussion Items (continued)**

- H. First Review of a Recommendation of the Advisory Board on Teacher Education and Licensure (ABTEL) to Grant Continuing Accreditation to the Teacher Education Programs at Bridgewater College, Virginia Commonwealth University, and Virginia State University
- I. Final Review of Virginia's 2007-2008 Transitional State Plan for the *Carl D. Perkins Career and Technical Education Act of 2006*.
- J. First Review of the Proposed Board of Education's Spirit of the Commonwealth Award

## **Reports**

- K. Statewide Performance Report for Career and Technical Education and the Virginia Community College System, as a Sub-recipient of Perkins Funds from the Department of Education
- L. Report on Proposed Process for Updating the Board of Education's Comprehensive Plan, 2005-2010

**DISCUSSION OF CURRENT ISSUES** - by Board of Education Members and Superintendent of Public Instruction

## **ADJOURNMENT**

### **PUBLIC NOTICE**

The Board of Education members will meet for dinner at 6:30 p.m. at the Crowne Plaza Hotel on Wednesday, March 28, 2007. Items for the Board agenda may be discussed informally at that dinner. No votes will be taken, and it is open to the public. The Board president reserves the right to change the times listed on this agenda depending upon the time constraints during the meeting.

### **GUIDELINES FOR PUBLIC COMMENT**

1. The Board of Education is pleased to receive public comment at each of its regular monthly meetings. In order to allow the Board sufficient time for its other business, the total time allotted to public comment will generally be limited to thirty (30) minutes. Individuals seeking to speak to the Board will be allotted three (3) minutes each.
2. Those wishing to speak to the Board should contact Dr. Margaret Roberts, Executive Assistant for Board Relations at (804) 225-2924. Normally, speakers will be scheduled in the order that their requests are received until the entire allotted time slot has been used. Where issues involving a variety of views are presented before the Board, the Board reserves the right to allocate the time available so as to insure that the Board hears from different points of view on any particular issue.
3. Speakers are urged to contact Dr. Roberts in advance of the meeting. Because of time limitations, those persons who have not previously registered to speak prior to the day of the Board meeting cannot be assured that they will have an opportunity to appear before the Board.
4. In order to make the limited time available most effective, speakers are urged to provide multiple written copies of their comments or other material amplifying their views.

# Board of Education Agenda Item

Item: \_\_\_\_\_ A. \_\_\_\_\_

Date: \_\_\_\_\_ March 29, 2007 \_\_\_\_\_

**Topic:** Final Review of Proposed Revisions to the *Regulations Governing Secondary School Transcripts* (8 VAC 20-160-10 et seq.)

**Presenter:** Dr. Linda M. Wallinger, Assistant Superintendent for Instruction

**Telephone Number:** (804) 225-2034

**E-Mail Address:** [Linda.Wallinger@doe.virginia.gov](mailto:Linda.Wallinger@doe.virginia.gov)

## Origin:

\_\_\_\_\_ Topic presented for information only (no board action required)

X Board review required by  
\_\_\_\_\_ State or federal law or regulation  
X Board of Education regulation  
\_\_\_\_\_ Other: \_\_\_\_\_

X Action requested at this meeting \_\_\_\_\_ Action requested at future meeting: \_\_\_\_\_ (date)

## Previous Review/Action:

\_\_\_\_\_ No previous board review/action

X Previous review/action

date September 21, 2005

action Board approved First Review of Notice of Intended Regulatory Action (NOIRA)

date February 15, 2006

action Board approved First Review of Proposed Revisions to the *Regulations Governing Secondary School Transcripts*

date January 10, 2007

action Board held a public hearing

**Background Information:** The Board of Education is authorized to promulgate regulations pursuant to §22.1-16 of the Code of Virginia. The last revisions to the *Regulations Governing Secondary School Transcripts* were made by the Board of Education in 2001. The *Regulations Governing Secondary School Transcripts* are composed of the following sections: Definitions, Effective date, Format options, Profile data sheet, Advanced-level courses, and Elements for weighting. Changes in federal and state law have necessitated changes in other Board of Education regulations that relate to these regulations governing secondary school transcripts. The *Regulations Governing Secondary School Transcripts* must be revised to maintain clarity and consistency with the *Regulations Establishing Standards for Accrediting Public Schools in Virginia*, and applicable sections of the Code of Virginia.

The Department convened a small focus group of school division personnel on November 18, 2005, to provide input into areas of the transcript that needed updating. The group included representatives from school counseling, secondary instruction, special education, and career and technical education. The group provided initial input for potential revisions to the 2001 document.

A Notice of Intended Regulatory Action (NOIRA) required by the Virginia Administrative Process Act (APA) was published in the *Virginia Register* on November 28, 2005, to advise the public of the Board's intent to conduct a review of the regulations. No comments were received during the 30-day comment period. The first review of the proposed changes to these regulations was presented to the Board on February 15, 2006. Superintendent's Informational Memorandum Number 250, Transmittal of "Statement of Administrative Impact and Project Costs of Implementation" for the Promulgation of *Proposed Revisions to the Secondary School Transcript*, was posted on December 1, 2006, to inform division superintendents of administrative impact and potential costs associated with implementing and complying with such regulations.

The 60-day public comment period began on December 11, 2006. On January 10, 2007, the Board held one public hearing in Richmond after the Board of Education meeting. There were six public comments regarding the transcript regulations.

- Two comments addressed cost and impact of resources and the burden that the new regulations would place on individual schools.
- One comment addressed the time it would take to attach a profile data sheet for every school a student has attended. The commenter indicated the process would be time consuming and difficult.
- One comment was a question about the interpretation of the definition of highest SAT/ACT score.
- One comment was a question about the propriety of placing SAT/ACT scores on the transcript.
- One comment focused on not "weighting" Advanced Placement (AP) coursework. The commenter cited research that questions the predicative validity and contributions of AP coursework to students' success in college.

**Summary of Major Elements:** A summary of proposed changes to the secondary school transcript regulations includes:

- Changes to the definitions section to provide clarity and to ensure that terms are defined in the same manner as other Board of Education regulations.
- Revision of the effective date of the regulations.
- Revision(s) and additions to the information required on the transcript.
- Revision(s) to the required information on the profile data sheet.
- Revision of sections concerning the weighting of advanced-level courses.

There were limited changes to the proposed regulations based on the public comment.

**Superintendent's Recommendation:** The Superintendent of Public Instruction recommends that the Board of Education accept the additional changes and adopt the attached revisions to the *Regulations Governing Secondary School Transcripts*. In addition, the Board may authorize the Department staff to make minor technical or typographic changes that do not affect the substance of the regulations.

**Impact on Resources:** There will be minimal financial impact on the Virginia Department of Education. There may be some impact on the resources of school divisions in making the changes in their data systems to reflect the approved transcript revisions.

**Timetable for Further Review/Action:** Upon adoption, the Department will notify school divisions of the changes in the regulations when final approval is granted through the Administrative Processes Act. These regulations will be distributed to all school divisions through an Informational Superintendent's Memorandum.

**Proposed Revisions to**

**CHAPTER 160**

**SECONDARY SCHOOL TRANSCRIPT**

**(8 VAC 20-160-10 et. seq.)**

**March 29, 2007**

## CHAPTER 160

### SECONDARY SCHOOL TRANSCRIPT.

8 VAC 20-160-10. Definitions.

The following words and terms, when used in this chapter, shall have the following meanings, unless the context clearly indicates otherwise:

“Accelerated course” means a course that can be completed in less than the normal amount of time; the process of progressing through the school grades at a rate faster than that of the average student, either by skipping grades or by rapidly mastering the work of one course and moving on to the next higher course.

~~“Advanced course” means a course that presents material and concepts beyond the introductory or the elementary; a course that carries on from an introductory or elementary course given in the same school.~~

“Advanced-level courses/programs” means those academic, career/technical, fine and performing arts, or interdisciplinary high school courses/programs that enable students to acquire and master advanced knowledge. Such courses may be suitable for weighted credit in order to encourage students to take these courses and to be rewarded for the extra endeavor and academic performance these courses/programs require.

~~“Advanced Placement (AP) course” means a~~ an advanced-level course with a syllabus equivalent to the relevant Advanced Placement syllabus disseminated by the Educational Testing Service The College Board.

“Assessment component” means any of the means by which one obtains information on the progress of the learner and the effectiveness of instruction; quantitative data, objective measures, subjective impressions, tests, and observations may all serve as instruments for deciding whether instructional objectives have been attained.

“Certificate of Program Completion award date” means the date when a certificate of program completion is awarded. A Certificate of Program Completion is not to be included as a diploma option.

“Commonwealth College Course Collaborative (CCCC)” means a set of approved courses taken in high school that fully transfer as core requirements and degree credits at Virginia colleges and universities.

[“Commonwealth Scholar” means a student who completes all of the requirements for at least a Standard Diploma and additional prescribed rigorous coursework in foreign language, history, mathematics, science, and other approved discipline areas consistent with the United States Department of Education’s State Scholars Initiative.]

“Credit” means a standard or a verified credit as specified in *Regulations Establishing Standards for Accrediting Public Schools in Virginia* (8 VAC 20-131).

“Credit summary” means the number of courses successfully completed in each discipline as required for graduation.

“Curriculum” means an official guide prepared for use by administrators, supervisors, and teachers of a particular school or school system as an aid to teaching in a given subject or area of study for a given grade; includes the goals and objectives of the course, the expected outcomes, assessment component, and the scope and nature of the materials to be studied.

“Dual enrollment course” means a course that carries both high school and college credit.

[“Early College Scholar” means a student who signs the Early College Scholars agreement and completes the requirements of the program, which includes a prescribed number of potentially transferable college credits, maintaining a “B” average or better, and earning an Advanced Studies diploma.]

“Grade point average” means a measure of average scholastic success in all ~~school subjects~~ high school credit-bearing courses taken by a student during a certain term or semester, or accumulated for several terms or semesters; obtained by dividing grade points by ~~hours~~ number of coursework courses taken.

“Graduation date” means the date when diploma requirements have been met and a diploma is awarded.

~~“Honors course” means a course , at the high school level, that limits enrollment to exceptionally capable students; provides for independent or tutorial work, places the responsibility for student progress more on the student than on the teachers, emphasizes reading and self-instruction. offered to academically advanced students to provide opportunities to study and learn with other advanced students and to accelerate their learning in a specific content area. These courses are designed to be more challenging by covering additional topics or some topics in greater depth.~~

“Industry certification credential” means a career and technical education credential that is earned by successfully completing a Board of Education-approved industry certification examination, a state-issued professional license, or an occupational competency examination.

“International Baccalaureate (IB) course” means an advanced-level course with a syllabus approved by the International Baccalaureate Organization (IBO) and meeting the criteria offered through the IBO program.

~~“Secondary course” means a course of study planned especially for people of ages approximately 12 to 17, in which the emphasis tends to shift from mastery of basic tools of learning, expression, and understanding to the use and extension of the tools in exploring areas of thought and living, and in exploring and acquiring information, concepts, intellectual skills, attitudes, social, physical, and intellectual ideas, and habits, understanding, and appreciation. high school-level course of study that awards high school credits[.]~~ to meet graduation requirements. In addition to providing content and knowledge, secondary courses encourage students to develop higher

level thinking skills such as problem solving, critical analyses and syntheses of ideas. Students are encouraged to understand, appreciate, and formulate ideas related to scientific, technical and social concepts.

“Secondary school profile data” means information given in a summary format of a particular secondary school, such as location; description; achievement data; definition of curriculum; grading scale, grade distribution; weighted grades; rank in class, if a ranking procedure is used; graduation requirements; and an explanation of advanced-level, accelerated, advanced placement, and honors courses, industry certifications, and other specialized programs.

“Secondary school transcript” means an official list of secondary courses taken by a student, except those purged from a middle school record in accordance with 8 VAC 20-131, *Regulations Establishing Standards for Accrediting Public Schools in Virginia*, showing the final grade received for each course, with definitions of the various grades given.

“Weighted course” means ~~advanced placement, advanced or honors level courses~~ an advanced-level course in which credit is increased usually by reason of quality of work accomplished as determined by local school board policies and defined on the school profile.

8 VAC 20-160-20. Effective date.

The secondary school transcript regulations shall become effective ~~with seventh grade for students who take secondary courses for credit beginning in the 1988-89 school year [2007-2008 2008-2009.]~~

8 VAC 20-160-30. Format options.

Localities have ~~two~~ options for the secondary school transcript format. They may use the Department of Education model or develop their own following board regulations. ~~Transcripts developed locally shall be approved by the Department of Education. No standard format is required. Localities may also use a digital data exchange format for electronic transcript transmission[.][at such time as one is adopted by the Department of Education.]~~ The accreditation status of a high school shall not be included on the student transcript provided to colleges, universities, or employers.

The required information is as follows:

1. Name of school division;
2. Student legal name;
- ~~3. Student number;~~
3. State Testing Identifier (STI);
4. Birthdate;
- ~~5. Sex~~Gender;

6. Home address;
7. Home telephone number;
8. Graduation date;
9. Type of diploma, to include “Advanced Studies,” “Standard,” or “Other Diplomas Authorized by the Board of Education”;
10. Type of industry certification credential and date of completion, if applicable;
11. Certificate of Program Completion and award date, if applicable;
12. Notation of Early College Scholar Designation;
- [13. Notation of Commonwealth Scholar Designation;]
- ~~4~~~~3~~~~0~~14. Name, address, and telephone number of schools student attended each year;
- ~~4~~~~4~~~~1~~15. Number of days absent within given school year;
- ~~4~~~~5~~~~2~~16. Course work listed by year with grades;
- ~~4~~~~6~~~~3~~17. Total credits earned by year;
- ~~4~~~~7~~~~4~~18. ~~Total~~ A list of verified credits earned[, including any credits earned by substitution];
- ~~4~~~~8~~~~5~~19. Credits to date;
- ~~4~~~~9~~~~1~~20. Grade point average;
- ~~2~~~~0~~~~1~~21. Credit summary for entire school experience;
- ~~2~~~~1~~~~4~~22. Key to symbols and abbreviations used to denote accelerated, advanced-level courses, ~~advanced placement~~ Commonwealth College Course Collaborative courses, honors courses, and summer school courses[, or credits earned by substitution];
- ~~4~~~~9~~~~2~~~~2~~23. ~~Rank~~ Notification of whether school/program ranks students; if so, the rank in class with given number of semesters used for computation;
- ~~2~~~~3~~~~0~~24. Final driver education grade;
- ~~2~~~~4~~~~1~~25. Test record, to include ~~results~~ [at least the] highest score earned [, if available,] on college performance-related standardized tests such as ~~College Entrance Examination Board or equivalent~~ SAT and ACT, excluding Standards of Learning (SOL) test scores;
- ~~2~~~~5~~~~2~~26. Signature and title of school official;

~~2[6]~~3[27]. Date of school official signature;

~~2[7]~~4[28]. School name;

~~[28]~~[29]. School address;

~~[29]~~25[30]. Telephone number of school;

~~[30]~~[31]. Fax number of school;

~~[31]~~26[32]. The school's Department of Education 7-digit code number.

8 VAC 20-160-40. Profile data sheet.

A secondary school profile data sheet, ~~that includes the required information, for each school reflected on the transcript [ , if available, ]~~ shall be attached to each student transcript sent to colleges, universities, and prospective employers. Schools may furnish additional information. The accreditation status of a high school shall not be included on the school profile data sheet. No standard format is required. ~~The required information is as follows~~ profile data sheet must contain the following information:

1. Name of ~~guidance~~ school counseling director or school counselor;
2. Name, address, and telephone number of school;
3. Description - school/community;
4. Achievement data to include ~~College Entrance Examination Board/Scholastic Aptitude test code, mean Scholastic Aptitude Test score for the graduating class, average Scholastic Aptitude Test/American College Test scores for the school-~~ SAT and/or ACT scores using the most recent data available in comparison with Virginia and the nation;
5. ~~Definition~~Description of curriculum;
6. Grading scale;
7. Grade distribution;
8. Explanation of ~~advanced placement~~, advanced-level, accelerated, and honors courses;
9. Weighted grades, explanation of weighting courses and the computation;
10. ~~Rank~~ Explanation of rank in class, if applicable:
  - a. List courses excluded from computation;
  - b. Explanation of computation of pass/fail courses;

c. Student groups included/excluded from ranking in class;

11. Graduation requirements;

8 VAC 20-160-50. ~~AP~~ Weight of advanced-level courses.

~~All advanced placement (AP) courses shall be weighted for computing the student's grade point average. Advanced Placement (AP) and International Baccalaureate (IB) courses shall be weighted. Local school boards shall determine which other courses/programs are to receive weighted credits, the amount of weight such courses shall receive, and how those weighted credits will be used in the determination of grade point averages in the school or school division.~~

8 VAC 20-160-60. Elements for weighting.

~~Advanced, accelerated, advanced placement, and honors level courses~~ If the course is to be weighted shall, it must have the following elements:

1. ~~Defined~~ Specified curriculum approved by local board or outside agency meeting criteria of program and/or organization;
2. Standards that exceed normal course requirements; and
3. Defined assessment component.



Virginia  
Regulatory  
Town Hall

[townhall.virginia.gov](http://townhall.virginia.gov)

## Final Regulation Agency Background Document

<b>Agency name</b>	Board (Department) of Education
<b>Virginia Administrative Code (VAC) citation</b>	8 VAC 20-160
<b>Regulation title</b>	Regulations Governing Secondary School Transcripts
<b>Action title</b>	Revision of information requirements for secondary school transcripts and profile data sheets.
<b>Date this document prepared</b>	March 29, 2007

This information is required for executive branch review and the Virginia Registrar of Regulations, pursuant to the Virginia Administrative Process Act (APA), Executive Orders 21 (2002) and 58 (1999), and the *Virginia Register Form, Style, and Procedure Manual*.

### Brief summary

*Please provide a brief summary (no more than 2 short paragraphs) of the proposed new regulation, proposed amendments to the existing regulation, or the regulation proposed to be repealed. Alert the reader to all substantive matters or changes. If applicable, generally describe the existing regulation. Also, please include a brief description of changes to the regulation from publication of the proposed regulation to the final regulation.*

The *Regulations Governing Secondary School Transcripts* provide definitions, format options for transcripts and profile data sheets, and the elements for weighting courses. The purpose of these proposed revisions is to revise the definitions as necessary to comport with those in other Board of Education regulations, and revise the format options for the transcript and profile data sheets to reflect both Board of Education regulations and state law. The sections concerning class ranking, AP courses, industry certification, diploma types, and the elements of weighting have been revised to ensure that they comport with best instructional practices, as well as other state requirements.

**Statement of final agency action**

*Please provide a statement of the final action taken by the agency including (1) the date the action was taken, (2) the name of the agency taking the action, and (3) the title of the regulation.*

---

**Legal basis**

*Please identify the state and/or federal legal authority to promulgate this proposed regulation, including (1) the most relevant law and/or regulation, including Code of Virginia citation and General Assembly chapter numbers, if applicable, and (2) promulgating entity, i.e., agency, board, or person. Describe the legal authority and the extent to which the authority is mandatory or discretionary.*

---

Section 22.1-16 of the *Code of Virginia* vests the Board of Education with the authority to adopt bylaws for its own government and promulgate such regulations as may be necessary to carry out its powers and duties and the provisions of Title 22.1.

**Purpose**

*Please explain the need for the new or amended regulation. Describe the rationale or justification of the proposed regulatory action. Detail the specific reasons it is essential to protect the health, safety or welfare of citizens. Discuss the goals of the proposal and the problems the proposal is intended to solve.*

---

This action is essential to protect the welfare of the Commonwealth's school-age population. The goals of the proposed revisions are to strengthen the transcript regulations and to bring the regulations into conformity with amended or new state and federal laws as well as the needs of higher education. The revised regulations provide definitions, format options for transcripts and profile data sheets, and the elements for weighting courses.

**Substance**

*Please identify and explain the new substantive provisions, the substantive changes to existing sections, or both where appropriate. A more detailed discussion is required under the "All changes made in this regulatory action" section.*

---

The following changes proposed to the secondary school transcript regulations are:

1. Changes to the definitions section to ensure that terms are defined in the same manner as other Board regulations;
2. Changes to the effective date section of the regulations;
3. Revisions to the requirements to ensure that school divisions include type of diploma and career and technical industry certifications on the student's secondary school transcript;
4. Revisions to the requirements to ensure that the different types of diplomas are reflected, but that the inclusion of the information does not violate the Family Educational Rights and Privacy Act;
5. Changes to the requirement regarding a student's rank in class to reflect whether the school or program chooses to rank students;

6. Changes to the sections concerning advanced-level courses and the elements of weighting courses; and
7. Changes from a local student identification number to a state student testing identifier so that data can be collected and analyzed on students from grades PK-12.

### Issues

*Please identify the issues associated with the proposed regulatory action, including:*

- 1) the primary advantages and disadvantages to the public, such as individual private citizens or businesses, of implementing the new or amended provisions;*
  - 2) the primary advantages and disadvantages to the agency or the Commonwealth; and*
  - 3) other pertinent matters of interest to the regulated community, government officials, and the public.*
- If there are no disadvantages to the public or the Commonwealth, please indicate.*

The benefits will likely exceed the costs for all proposed changes. The proposed changes to the definitions sections to ensure that terms are defined in the same manner as other Board regulations is beneficial in that localities and the public will be less likely to be confused by similar terms being used to indicate different concepts. The proposed revisions to the requirements to ensure that school divisions include type of diploma and career and technical industry certifications on the student's secondary school transcript will allow students who earn an Advanced Studies Diploma or an industry certification to be recognized. The use of a state student testing identifier will eliminate confusion as students transfer from one school and division to another.

The changes are necessary to align the transcript requirements with the needs of the education system in documenting student performance. The proposed regulatory action includes revisions that better define the requirements of the secondary school transcript with the needs of students, school divisions, and institutions of higher education. In addition, the revisions will allow for the future development of the secondary school transcripts in a digital data exchange format for electronic transcript transmission.

The proposed revisions are advantageous to the public, the agency, higher education institutions, and the Commonwealth at large. There are no disadvantages.

### Changes made since the proposed stage

*Please describe all changes made to the text of the proposed regulation since the publication of the proposed stage. For the Registrar's office, please put an asterisk next to any substantive changes.*

Section number	Requirement at proposed stage	What has changed	Rationale for change
8 VAC 20-160-10		The amended language states: <u>"Commonwealth Scholar" means a student who completes all of the requirements for at least a Standard Diploma and additional prescribed rigorous coursework in foreign language, history, mathematics, science, and other approved discipline areas consistent with the United States Department of Education's State Scholars</u>	To define a new term used in the regulations.

		<u>Initiative.</u> "	
8 VAC 20-160- 10		The amended language states: <u>"Early College Scholar" means a student who signs the Early College Scholars agreement and completes the requirements of the program, which includes a prescribed number of potentially transferable college credits, maintaining a "B" average or better, and earning an Advanced Studies diploma."</u>	To define a new term used in the regulations.
8 VAC 20-160- 10	The proposed language states: "Secondary course" means a high school-level course of study that awards high school credits to meet graduation requirements. In addition to providing content and knowledge, secondary courses encourage students to develop higher level thinking skills such as problem solving, critical analyses and syntheses of ideas. Students are encouraged to understand, appreciate, and formulate ideas related to scientific, technical and social concepts.	The amended language states: "Secondary course" means a high school-level course of study that awards high school credits <del>to meet graduation requirements.</del> In addition to providing content and knowledge, secondary courses encourage students to develop higher level thinking skills such as problem solving, critical analyses and syntheses of ideas. Students are encouraged to understand, appreciate, and formulate ideas related to scientific, technical and social concepts.	To remove potentially ambiguous and unnecessary language.
8 VAC 20-160- 20	The proposed language states: "The secondary school transcript regulations shall become effective for students who take secondary courses for credit beginning in 2007-2008."	The amended language states: "The secondary school transcript regulations shall become effective for students who take secondary courses for credit beginning in <del>2007-2008</del> <u>2008-2009.</u> "	To give school divisions additional time to make changes to their transcripts and electronic systems to comply with the regulations.
8 VAC 20-160- 30	The proposed language states: "Localities have options for the secondary school transcript format. They may use the Department of Education model or develop their own following board regulations. Localities may also use a	The amended language states: "Localities have options for the secondary school transcript format. They may use the Department of Education model or develop their own following board regulations. Localities may also use a digital data exchange format for electronic transcript transmission, <del>at such time as one is adopted by the</del>	To clarify the use of the electronic transcript transmission.

	digital data exchange format for electronic transcript transmission at such time as one is adopted by the Department of Education. The accreditation status of a high school shall not be included on the student transcript provided to colleges, universities, or employers."	<del>Department of Education.</del> The accreditation status of a high school shall not be included on the student transcript provided to colleges, universities, or employers."	
8 VAC 20-160-30		The amended language states: <u>"13. Notation of Commonwealth Scholar Designation;"</u>	To update language to align with current practices.
8 VAC 20-160-30		The amended language renumbers items 13-31 to 14-32.	To realign numbering sequence.
8 VAC 20-160-30	The proposed language states: "17. A list of verified credits earned;"	The amended language states: <u>"18. A list of verified credits earned, including any credits earned by substitution;"</u>	To align the transcript regulations with options provided in the 2006 Standards of Accreditation revision.
8 VAC 20-160-30	The proposed language states: "21. Key to symbols and abbreviations used to denote accelerated, advanced-level courses, Commonwealth College Course Collaborative courses, honors courses, and summer school courses;"	The amended language states: <u>"22. Key to symbols and abbreviations used to denote accelerated, advanced-level courses, Commonwealth College Course Collaborative courses, honors courses, and summer school courses, or credits earned by substitution;"</u>	To align the transcript regulations with options provided in the 2006 Standards of Accreditation revision.
8 VAC 20-160-30	The proposed language states: "24. Test record, to include highest score earned on college performance-related standardized tests such as SAT and ACT, excluding Standards of Learning (SOL) test scores;"	The amended language states: <u>"25. Test record, to include at least the highest score earned, if available, on college performance-related standardized tests such as SAT and ACT, excluding Standards of Learning (SOL) test scores;"</u>	To clarify that the transcript must include the highest college performance-related standardized test scores available to the school.
8 VAC 20-160-40	The proposed language states: "A secondary school profile data sheet for each school reflected on the transcript shall be attached to each student transcript sent to colleges, universities, and prospective employers."	The amended language states: "A secondary school profile data sheet for each school reflected on the transcript, <u>if available</u> , shall be attached to each student transcript sent to colleges, universities, and prospective employers."	To clarify that the profile data sheets from other high schools a student has attended should be included when sending transcripts but acknowledges that they may not be available.

### Public comment

*Please summarize all comments received during the public comment period following the publication of the proposed stage, and provide the agency response. If no comment was received, please so indicate.*

Commenter	Comment	Agency response
Gabriele Beyer Chesterfield County	Impact on resources. Projected that the cost of making the changes to the transcript in this division may cost between \$4,500 - \$9,000.	Any change to transcripts will have an impact on resources.
Mark Crockett Albemarle County	Questions "weighting" Advanced Placement (AP) coursework. The commenter cited (and included) research that questions the predictive validity and contributions of AP coursework to students' success in college.	Advanced Placement classes are weighted because they offer a more challenging curriculum equivalent to college-level coursework.
Betty Dotson Dickenson County	Impact on resources. Small divisions will be significantly impacted from lack of money and resources. Changes must be made manually.	Any change to transcripts will have an impact on resources.
Cheryl Hiatt Prince William County	Asks for interpretation. Requested an interpretation of "highest score earned" when sending transcripts (8 VAC 20-160-30)	Revision modified to say "at least the highest score earned, if available,..."
Betty Hornick Chesterfield County	To attach a profile data sheet from all schools a student attended to transcripts will be time consuming and difficult. (8 VAC 20-160-40)	Revision to wording to say "for each school reflected on the transcript, if available,..."
Penny Petersen Hampton City	To include only highest SAT/ACT scores is not feasible. Questions whether the scores should be included at all. (8 VAC 20-160-40)	Revision modified to say "at least the highest score earned, if available,..."

### All changes made in this regulatory action

*Please detail all changes that are being proposed and the consequences of the proposed changes. Detail new provisions and/or all changes to existing sections.*

Current section number	Proposed new section number, if applicable	Current requirement	Proposed change and rationale
8 VAC 20-160-10		"Advanced course" means a course that presents material and concepts beyond the introductory or	Delete that statement.  Rationale: Updates language with other definitions.

Current section number	Proposed new section number, if applicable	Current requirement	Proposed change and rationale
		the elementary; a course that carries on from an introductory or elementary course given in the same school.	
8 VAC 20-160-10			<p>“Advanced-level courses/programs” means those academic, career/technical, fine and performing arts, or interdisciplinary high school courses/programs that enable students to acquire and master advanced knowledge. Such courses may be suitable for weighted credit in order to encourage students to take these courses and to be rewarded for the extra endeavor and academic performance these courses/programs require.</p> <p>Rationale: Clarifies language to comport with effective practices.</p>
8 VAC 20-160-10		“Advanced placement (AP) course” means a course with a syllabus equivalent to the relevant advanced placement syllabus disseminated by the Educational Testing Service.	<p>“Advanced Placement (AP) course” means an advanced-level course with a syllabus equivalent to the relevant Advanced Placement syllabus disseminated by The College Board.</p> <p>Rationale: Clarifies language consistent with predominant practices.</p>
8 VAC 20-160-10			<p>“Certificate of Program Completion award date” means the date when a certificate of program completion is awarded. A Certificate of Program Completion is not to be included as a diploma option.</p> <p>Rationale: Clarifies language to comport with current practices.</p>
8 VAC 20-160-10			<p>“Commonwealth College Course Collaborative (CCCC)” means a set of approved courses taken in high school that fully transfer as core requirements and degree credits at Virginia colleges and universities.</p> <p>Rationale: Clarifies language to comport with current practices.</p>
8 VAC 20-160-			<u>“Commonwealth Scholar” means a student who completes all of the requirements for at</u>

Current section number	Proposed new section number, if applicable	Current requirement	Proposed change and rationale
10			<u>least a Standard Diploma and additional prescribed rigorous coursework in foreign language, history, mathematics, science, and other approved discipline areas consistent with the United States Department of Education's State Scholars Initiative.</u>
8 VAC 20-160-10			<p>"Credit summary" means the number of courses successfully completed in each discipline as required for graduation.</p> <p>Rationale: Clarifies language to comport with current practices.</p>
8 VAC 20-160-10			<p>"Dual enrollment course" means a course that carries both high school and college credit.</p> <p>Rationale: Clarifies language to comport with current practices.</p>
8 VAC 20-160-10			<u>"Early College Scholar" means a student who signs the Early College Scholars agreement and completes the requirements of the program, which includes a prescribed number of potentially transferable college credits, maintaining a "B" average or better, and earning an Advanced Studies diploma.</u>
8 VAC 20-160-10		"Grade point average" means a measure of average scholastic success in all school subjects taken by a student during a certain term or semester, or accumulated for several terms or semesters; obtained by dividing grade points by hours of coursework taken.	<p>"Grade point average" means a measure of average scholastic success in all high school credit-bearing courses taken by a student during a certain term or semester, or accumulated for several terms or semesters; obtained by dividing grade points by number of courses taken.</p> <p>Rationale: Clarifies language to be consistent with predominant practices.</p>
8 VAC 20-160-10			<p>"Graduation date" means the date when diploma requirements have been met and a diploma is awarded.</p> <p>Rationale: Clarifies language.</p>
8 VAC 20-160-10		"Honors course" means a course at the high school level, that limits enrollment to exceptionally capable students; provides for	"Honors course" means a course offered to academically advanced students to provide opportunities to study and learn with other advanced students and to accelerate their learning in a specific content area. These

Current section number	Proposed new section number, if applicable	Current requirement	Proposed change and rationale
		independent or tutorial work, places the responsibility for student progress more on the student than on the teachers, emphasizes reading and self-instruction.	courses are designed to be more challenging by covering additional topics or some topics in greater depth.  Rationale: Updates language to align with current practices.
8 VAC 20-160-10			"Industry certification credential" means a career and technical education credential that is earned by successfully completing a Board of Education-approved industry certification examination, a state-issued professional license, or an occupational competency examination.  Rationale: Updates language to align with current practices.
8 VAC 20-160-10			"International Baccalaureate (IB) course" means an advanced-level course with a syllabus approved by the International Baccalaureate Organization (IBO) and meeting the criteria offered through the IBO program.  Rationale: Clarifies language that comports with current practices.
8 VAC 20-160-10		"Secondary course" means a course of study planned especially for people of ages approximately 12 to 17, in which the emphasis tends to shift from master of basic tools of learning, expression, and understanding to the use and extension of the tools in exploring areas of thought and living, and in exploring and acquiring information, concepts, intellectual skills, attitudes, social, physical, and intellectual ideas, and habits, understanding, and appreciation.	"Secondary course" means a high school-level course of study that awards high school credits, <del>to meet graduation requirements.</del> In addition to providing content and knowledge, secondary courses encourage students to develop higher level thinking skills such as problem solving, critical analyses and syntheses of ideas. Students are encouraged to understand, appreciate, and formulate ideas related to scientific, technical and social concepts.  Rationale: Updates language to align with current practices.
8 VAC 20-160-10		"Secondary school profile data" means information given in a summary format of a particular secondary	"Secondary school profile data" means information given in a summary format of a particular secondary school, such as location; description; achievement data;

Current section number	Proposed new section number, if applicable	Current requirement	Proposed change and rationale
		school, such as location; description; achievement data; definition of curriculum; grading scale; grade distribution; weighted grades; rank in class, graduation requirements, and explanation of advanced, accelerated, advanced placement, honors courses.	definition of curriculum; grading scale; grade distribution; weighted grades; rank in class, if a ranking procedure is used; graduation requirements; and an explanation of advanced-level, accelerated, and honors courses, industry certifications, and other specialized programs.  Rationale: Updates language to align with current practices.
8 VAC 20-160-10		"Weighted course" means advanced placement, advanced or honors level courses in which credit is increased usually by reason of quality of work accomplished.	"Weighted course" means an advanced-level course in which credit is increased as determined by local school board policies and defined on the school profile.  Rationale: Updates language to align with current practices.
8 VAC 20-160-20		The secondary school transcript regulations shall become effective with seventh grade students who take secondary courses for credit beginning in the 1988-89 school year.	The secondary school transcript regulations shall become effective for students who take secondary courses for credit beginning in <del>2007-2008</del> <u>2008-2009</u> .  Rationale: Updates information to align with current practices. Allows school division a longer phase-in time.
8 VAC 20-160-30		Localities have two options for the secondary school transcript format. They may use the Department of Education model or develop their own following board regulations. Transcripts developed locally shall be approved by the Department of Education. No standard format is required. The accreditation status of a high school shall not be included on the student transcript provided to colleges, universities, or employers.	Localities have options for the secondary school transcript format. They may use the Department of Education model or develop their own following board regulations. Localities may also use a digital data exchange format for electronic transcript transmission, <del>at such time as one is adopted by the Department of Education</del> . The accreditation status of a high school shall not be included on the student transcript provided to colleges, universities, or employers.  Rationale: Updates information to align with current technology.
8 VAC 20-160-30		3. Student number;	3. State Testing Identifier (STI);  Rationale: Updates information to align with current technology.
8 VAC 20-160-		5. Sex;	5. Gender;

Current section number	Proposed new section number, if applicable	Current requirement	Proposed change and rationale
30			Rationale: Updates language to comport with predominant practices.
8 VAC 20-160-30		9. Type of diploma, to include "Advanced Studies" or "Other Diplomas Authorized by the Board of Education";	9. Type of diploma, to include "Advanced Studies," "Standard," or "Other Diplomas Authorized by the Board of Education;"  Rationale: Updates information to align with current practices.
8 VAC 20-160-30			10. Type of industry certification credential and date of completion, if applicable;  Rationale: Updates language to comport with predominant practices.
8 VAC 20-160-30			11. Certificate of Program Completion and award date, if applicable;  Rationale: Updates language to comport with predominant practices.
8 VAC 20-160-30			12. Notation of Early College Scholar Designation;  Rationale: Updates language to comport with predominant practices.
8 VAC 20-160-30			<u>13. Notation of Commonwealth Scholar Designation;</u>  Rationale: Updates language to comport with current practices. Updates number sequencing.
8 VAC 20-160-30		10. Name of schools student attended each year;	<del>13</del> 14. Name, address, and telephone number of schools student attended each year;  Rationale: Updates language. Updates number sequencing.
8 VAC 20-160-30		11. Number of days absent within given school year;	<del>14</del> 15. Number of days absent within given school year;  Rationale: Updates number sequencing.
8 VAC 20-160-30		12. Course work listed by year with grades;	<del>15</del> 16. Course work listed by year with grades;  Rationale: Updates number sequencing.
8 VAC		13. Total credits earned by	<del>16</del> 17. Total credits earned by year;

Current section number	Proposed new section number, if applicable	Current requirement	Proposed change and rationale
20-160-30		year;	Rationale: Updates number sequencing.
8 VAC 20-160-30		14. Total verified credits earned;	<del>47</del> <u>18</u> . A list of verified credits earned, <u>including any credits earned by substitution</u> ;  Rationale: Clarifies language and aligns the transcript regulations with recent additions to the Standards of Accreditation. Updates number sequencing.
8 VAC 20-160-30		15. Credits to date;	<del>48</del> <u>19</u> . Credits to date;  Rationale: Updates number sequencing.
8 VAC 20-160-30		16. Grade point average;	<del>49</del> <u>20</u> . Grade point average;  Rationale: Updates number sequencing.
8 VAC 20-160-30		17. Credit summary for entire school experience;	<del>20</del> <u>21</u> . Credit summary for entire school experience;  Rationale: Updates number sequencing.
8 VAC 20-160-30		18. Key to symbols and abbreviations used to denote accelerated, advanced, advanced placement, honors, and summer school courses;	<del>21</del> <u>22</u> . Key to symbols and abbreviations used to denote accelerated, advanced-level courses, Commonwealth College Course Collaborative courses, honors courses, and summer school courses, <u>or credits earned by substitution</u> ;  Rationale: Updates language to comport with predominant practices and aligns the transcript regulations with options provided in the 2006 Standards of Accreditation revision. Updates number sequencing.
8 VAC 20-160-30		19. Rank in class with given number of semesters used for computation;	<del>22</del> <u>23</u> . Notification of whether school/program ranks students; if so, the rank in class with given number of semesters used for computation;  Rationale: Clarifies language to comport with predominant practices. Updates number sequencing.
8 VAC 20-160-30		20. Final driver education grade;	<del>23</del> <u>24</u> . Final driver education grade;  Rationale: Updates number sequencing.
8 VAC		21. Test record, to include	<del>24</del> <u>25</u> . Test record, to include <u>at least the</u>

Current section number	Proposed new section number, if applicable	Current requirement	Proposed change and rationale
20-160-30		results on college performance-related standardized tests such as College Entrance Examination Board or equivalent, excluding Standards of Learning (SOL) test scores;	highest score earned, <u>if available</u> , on college performance-related standardized tests such as SAT and ACT, excluding Standards of Learning (SOL) test scores;  Rationale: Clarifies language to comport with predominant practices. Updates number sequencing.
8 VAC 20-160-30		22. Signature and title of school official;	<del>25</del> <u>26</u> . Signature and title of school official;  Rationale: Updates number sequencing.
8 VAC 20-160-30		23. Date of school official signature;	<del>26</del> <u>27</u> . Date of school official signature;  Rationale: Updates number sequencing.
8 VAC 20-160-30		24. School name;	<del>27</del> <u>28</u> . School name;  Rationale: Updates number sequencing.
8 VAC 20-160-30			<del>28</del> <u>29</u> . School address;  Rationale: Updates language to comport with predominant practices. Updates number sequencing.
8 VAC 20-160-30		25. Telephone number of school;	<del>29</del> <u>30</u> . Telephone number of school;  Rationale: Updates number sequencing.
8 VAC 20-160-30			<del>30</del> <u>31</u> . Fax number of school;  Rationale: Updates language to comport with predominant practices. Updates number sequencing.
8 VAC 20-160-30		26. Department of Education code number.	<del>31</del> <u>32</u> . The school's Department of Education 7-digit code number.  Rationale: Clarifies language. Updates number sequencing.
8 VAC 20-160-40		A secondary school profile data sheet that includes the required information shall be attached to each student transcript sent to colleges, universities, and prospective employers. Schools may furnish	A secondary school profile data sheet for each school reflected on the transcript, <u>if available</u> , shall be attached to each student transcript sent to colleges, universities, and prospective employers. Schools may furnish additional information. The accreditation status of a high school shall not be included on the school profile data sheet. No

Current section number	Proposed new section number, if applicable	Current requirement	Proposed change and rationale
		additional information. The accreditation status of a high school shall not be included on the school profile data sheet. No standard format is required. The required information is as follows:	standard format is required. The profile data sheet must contain the following information:  Rationale: Updates and clarifies language to comport with predominant practices.
8 VAC 20-160-40		1. Name of guidance director or counselor;	1. Name of school counseling director or school counselor;  Rationale: Updates language to comport with predominant practices.
8 VAC 20-160-40		4. Achievement data to include College Entrance Examination Board/Scholastic Aptitude test code, mean Scholastic Aptitude Test score for the graduating class, average Scholastic Aptitude Test/American College Test scores for the school in comparison with Virginia and nation;	4. Achievement data to include SAT and/or ACT scores using the most recent data available in comparison with Virginia and the nation.  Rationale: Updates language to comport with predominant practices.
8 VAC 20-160-40		5. Definition of curriculum;	5. Description of curriculum;  Rationale: Updates language to comport with predominant practices.
8 VAC 20-160-40		8. Explanation of advanced placement, advanced, accelerated, and honors courses;	8. Explanation of advanced-level, accelerated, and honors courses;  Rationale: Clarifies language.
8 VAC 20-160-40		10. Rank in class:	10. Explanation of rank in class, if applicable:  Rationale: Updates language to comport with predominant practices.
8 VAC 20-160-50		AP courses.	Weight of advanced-level courses.  Rationale: Updates and clarifies language to comport with predominant practices.
8 VAC 20-160-50		All advanced placement (AP) courses shall be weighted for computing the student's grade point average.	Advanced Placement (AP) and International Baccalaureate (IB) courses shall be weighted. Local school boards shall determine which other courses/programs are to receive weighted credits, the amount of weight such courses shall receive, and how

Current section number	Proposed new section number, if applicable	Current requirement	Proposed change and rationale
			those weighted credits will be used in the determination of grade point averages in the school or school division.  Rationale: Updates language to comport with predominant practices.
8 VAC 20-160-60		Advanced, accelerated, advanced placement, and honors level courses to be weighted shall have the following elements:	If the course is to be weighted, it must have the following elements:  Rationale: Updates language to comport with predominant practices.
8 VAC 20-160-60		1. Defined curriculum	1. Specified curriculum approved by local board or outside agency meeting criteria of program and/or organization;  Rationale: Updates and clarifies language.

### Regulatory flexibility analysis

*Please describe the agency's analysis of alternative regulatory methods, consistent with health, safety, environmental, and economic welfare, that will accomplish the objectives of applicable law while minimizing the adverse impact on small business. Alternative regulatory methods include, at a minimum: 1) the establishment of less stringent compliance or reporting requirements; 2) the establishment of less stringent schedules or deadlines for compliance or reporting requirements; 3) the consolidation or simplification of compliance or reporting requirements; 4) the establishment of performance standards for small businesses to replace design or operational standards required in the proposed regulation; and 5) the exemption of small businesses from all or any part of the requirements contained in the proposed regulation.*

The Department of Education has determined that there are no other regulatory methods. The *Code of Virginia* requires these regulations.

### Family impact

*Please assess the impact of the proposed regulatory action on the institution of the family and family stability including to what extent the regulatory action will: 1) strengthen or erode the authority and rights of parents in the education, nurturing, and supervision of their children; 2) encourage or discourage economic self-sufficiency, self-pride, and the assumption of responsibility for oneself, one's spouse, and one's children and/or elderly parents; 3) strengthen or erode the marital commitment; and 4) increase or decrease disposable family income.*

The change in transcript regulations will have no impact on the institution of the family and family stability.

# Board of Education Agenda Item

Item: B.

Date: March 29, 2007

**Topic:** First Review of Proposed Revisions to the Standards for Interdepartmental Regulation of Children's Residential Facilities

**Presenter:** Dr. Sandra E. Ruffin, Director of Federal Program Monitoring

Division of Special Education and Student Services

**Telephone Number:** (804) 225-2768 **E-Mail Address:** Sandra.Ruffin@doe.virginia.gov

## Origin:

☐ Topic presented for information only (no board action required)

☒ Board review required by  
☒ State or federal law or regulation  
☐ Board of Education regulation  
☐ Other: \_\_\_\_\_

☒ Action requested at this meeting ☐ Action requested at future meeting: \_\_\_\_\_  
(date)

## Previous Review/Action:

☒ No previous board review/action

☐ Previous review/action  
date \_\_\_\_\_  
action \_\_\_\_\_

## Background Information:

The proposed regulations would replace 22 VAC 42-10-10 et seq., *Standards for Interdepartmental Regulation of Children's Residential Facilities (Interdepartmental Standards)*. The state Boards of Education; Mental Health, Mental Retardation and Substance Abuse Services; Juvenile Justice; and Social Services are the promulgating entities for the proposed regulation. A review of the proposed regulation is on the April and May agenda for the other regulatory boards. The four licensing agencies and representatives of residential facilities developed the Interdepartmental Standards for use in regulating children's residential facilities. These standards are designed to provide protection and treatment/programming to vulnerable children in out-of-home care.

The Office of Interdepartmental Regulation coordinates the children's residential regulatory activities conducted by the four agencies. It assigns a lead regulatory agency to conduct all licensing activities. The lead regulatory agency is assigned according to the primary focus of the residential program, the services to be provided, the qualifications of the staff, and the population to be served. More than one agency may have regulatory authority for a facility, but the lead agency is responsible for facilitating licensing visits, investigating complaints, and issuing the license. The Office of Interdepartmental Regulation also facilitates the development of regulations and conducts training for regulatory personnel and providers of children's residential services on a variety of topics. That office also processes background checks for residential facilities licensed by the four regulatory agencies.

The changes made to this regulation reflect the changes to the children's residential facility industry in recent years and the changes in federal requirements regarding record keeping and behavior management. The changes also incorporate the requirements found in Chapters 168 and 781 of the 2006 Acts of Assembly and replaces the emergency regulation. The new regulation will also better ensure that safeguards are in place to protect residents of children's residential facilities and services are appropriate for these children. The new regulation will assure that these children receive an acceptable level of care and education.

Children placed in residential care typically need a higher level of service than can be provided in a foster home. It is important that staffs who supervise these children have the appropriate knowledge and experience to make decisions regarding their care. The appropriate number of trained staff on duty is needed to give the children adequate time and attention to meet their needs. Staff also needs the time to plan a structured program of care for the residents and to document planning and decision-making for each resident.

The Office of Interdepartmental Regulation receives an average of 35 inquiries each month to operate a children's residential facility. This represents a substantial increase compared to past years of approximately 60 to 70 requests annually. Today's requests come from private individuals who may not be experienced with children's residential settings.

The Joint Legislative Audit and Review Commission's (JLARC) December 2006 report, *Evaluation of Children's Residential Services Delivered Through the Comprehensive Services Act* recommends consideration of collecting licensure fees to provide staff training. The JLARC report states that training of facility staff is not adequately addressed in the current standards. Upon further review of the standards by the four regulatory agencies and the Interdepartmental Advisory Committee, which consists of representatives of residential facilities, and review of recommendations from the JLARC report, additional revisions were made to provide added protection for children in residential care.

Attaining and maintaining compliance with the Interdepartmental Standards are prerequisites for issuance and maintenance of a license or certificate to operate. Failure to maintain compliance with the standards or applicable requirements of the Code of Virginia constitutes grounds for revocation of a license or certificate.

The Code of Virginia § 22.1-323 authorizes the Board of Education to issue licenses to residential schools for students with disabilities. The Code states that no person shall open, operate or conduct any school for students with disabilities in this Commonwealth without a license to operate such school issued by the Board of Education. A license shall be issued for a school if it is in compliance with the regulations of the Board pursuant to Chapter 16, Schools for Students with Disabilities, of the Code of Virginia.

## **Summary of Major Elements**

Substantive changes to the regulations include the following:

- Requires changing the process to issue licenses to facilities regulated by DOE, DMHMRSAS, and DSS to be able to change the type of license when compliance is an issue (pp. 12-13)
- Requires application fees (p. 13)
- Adds the option of summary suspension of the license or certificate to operate during the proceeding for revocation or denial (p.15)
- Requires increased qualifications of the staff who make administrative and supervision decisions at the facility and to requirements ensuring that a qualified staff person is available to make decisions (p. 25)
- Ensures that educational services are provided to the child in a timely manner (p. 58)
- Clarifies recordkeeping requirements (pp.22, 38, and 42 )
- Improves medical treatment and medication services according to guidance received from medical professionals (pp. 48-50)
- Changes staff supervision ratios to better meet current practice and child advocacy guidelines (pp. 52-53 )
- Emphasizes behavior support and helping residents to manage their own behavior rather than emphasizing behavior management (p. 54)
- Requires recreation guidelines to ensure better planning and supervision during overnight trips or activities (pp. 59-60 )
- Strengthens emergency procedures requirements to ensure better preparation for an emergency (p. 65)

- Adds requirements for specialized independent living programs (p. 68)
- Adds requirements for mother/baby programs (p. 70)
- Adds requirements to camping programs and programs that take residents on adventure activities (pp. 72-73 )
- Requires each facility to name a community liaison person and to train staff and have policies and procedures regarding positive community relations (p. 60)

### **Superintendent's Recommendation:**

The Superintendent of Public Instruction recommends that the Board of Education waive first review and approve the proposed revisions to the standards for interdepartmental regulation of children's residential facilities and authorize the staff of the Department of Education to proceed with the next steps required by the Administrative Process Act. This action will repeal 22 VAC 42-10-10 et. seq. and adopt 22 VAC 42-11-10 et. seq.

### **Impact on Resources:**

The proposed changes will have a modest impact on Department of Education staff responsibilities. No direct fiscal impact for the Department is anticipated.

### **Timetable for Further Review/Action:**

- First review of the proposed regulations by Boards of the Departments of Mental Health, Mental Retardation, and Substance Abuse Services, (April 3, 2007); Juvenile Justice, (April 11, 2007); and Social Services, (April 18, 2007)
- May 28, 2007, proposed beginning of 60-day public comment period
- Proposed review of final regulations by Boards of the Departments of Juvenile Justice, (September 12, 2007); Education, (September 26, 2007); Mental Health, Mental Retardation, and Substance Abuse Services (October 4, 2007); and Social Services, (October 17, 2007)

Note: Some technical edits will be made to the proposed regulations prior to submission for publication under the APA.

DRAFT

*STANDARDS FOR  
INTERDEPARTMENTAL  
REGULATION  
OF CHILDREN'S  
RESIDENTIAL  
FACILITIES*

Commonwealth of Virginia

Department of Education

Department of Juvenile Justice

Department of Mental Health, Mental  
Retardation and Substance Abuse Services

Department of Social Services

Final Draft

CHAPTER 10  
PART I INTRODUCTION

22 VAC 42-11-10. Definitions

\_\_\_\_\_The following words and terms, when used in this chapter, shall have the following meanings, unless the context clearly indicates otherwise:

"Allegation" means an accusation that a facility is operating without a license or receiving public funds for services it is not certified to provide.

"Annual" means within 12 months of the previous event or occurrence.

"Applicable state regulation" means any regulation which the promulgating state agency determines applies to the facility. The term includes, but is not necessarily limited to modules, standards, and other regulations promulgated by the Departments of Education; Health; Housing and Community Development; Juvenile Justice; Mental Health, Mental Retardation and Substance Abuse Services; Social Services; or other state agency.

"Applicant" means the person, corporation, partnership, association, or public agency which has applied for a license or certificate.

"Application" means a document completed by the facility to furnish the regulatory authority details about the facility's operations and includes certifications that the facility understands and intends to comply with regulatory requirements. An application includes inspection reports necessary to verify compliance with applicable requirements of other state agencies. An application is complete when all required information is provided and the application is signed and dated by the individual legally responsible for operation of the facility.

"Aversive stimuli" means physical forces (e.g. sound, electricity, heat, cold, light, water, or noise) or substance (e.g. hot pepper, pepper sauce, or pepper spray) measurable in duration and intensity which when applied to an individual are noxious or painful to the individual, but in no case shall the term "aversive stimuli" include striking or hitting the individual with any part of the body or with an implement or pinching, pulling, or shaking the individual.

"Behavior support" means those principles and methods employed by a provider to help a child achieve positive behavior and to address and correct a child's inappropriate behavior in a constructive and safe manner, in accordance with written policies and procedures governing program expectations, treatment goals, child and staff safety and security, and the child's service plan.

"Behavior support assessment" means identification of a resident's behavior triggers, successful intervention strategies, anger and anxiety management options for calming, techniques for self-

management, and specific goals that address the targeted behaviors that lead to emergency safety interventions.

"Body cavity search" means any examination of a resident's rectal or vaginal cavities except the performance of medical procedures by medical personnel.

"Case record" or "Record" means up to date written or automated information relating to one resident. This information includes social data, agreements, all correspondence relating to care of the resident, service plan with periodic revisions, aftercare plans and discharge summary, and any other data related to the resident.

"Child" means any person legally defined as a child under state law. The term includes residents and other children coming in contact with the resident or facility (e.g. visitors). When the term is used, the requirement applies to every child at the facility regardless of whether the child has been admitted to the facility for care (e.g. staff/child ratios apply to all children present even though some may not be residents).

"Child-placing agency" means any person licensed to place children in foster homes or adoptive homes or a local board of public welfare or social services authorized to place children in foster homes or adoptive homes.

"Child with special needs" means a child in need of particular services because the child has mental retardation, a developmental disability, mental illness, emotional disturbance, a substance abuse problem, is in need of special educational services, or requires security services.

"Child with a visual impairment" means one whose vision, after best correction, limits the child's ability to profit from a normal or un-modified educational or daily living setting.

"Children's residential facility " or "facility" means a publicly or privately operated facility, other than a private family home, where 24-hour per day care is provided to children separated from their legal guardians and which is required to be licensed or certified by the *Code of Virginia* except:

1. Any facility licensed by the Department of Social Services as a child-caring institution as of January 1, 1987, and which receives no public funds; and

2. Acute-care private psychiatric hospitals serving children that are licensed by the Department of Mental Health, Mental Retardation and Substance Abuse Services under Rules and Regulations for the Licensing of Providers of Mental Health, Mental Retardation and Substance Abuse Services, 12 VAC 35 105-10 et. seq.

"Complaint" means an accusation against a licensed or certified facility regarding an alleged violation of standards or law.

"Corrective action plan" means violations documented by the regulatory authority and the facility's corrective action to the documented violations within a specified time frame.

"Confined in post-dispositional detention" means that a court has

sentenced the juvenile to a detention home for a period exceeding 30 days as found in §16.1-284.1.B in the *Code of Virginia*.

"Contraband" means any item prohibited by law or by the rules and regulations of the agency, or any item which conflicts with the program or safety and security of the facility or individual residents.

"Corporal punishment" means punishment administered through the intentional inflicting of pain or discomfort to the body through actions such as, but not limited to, (i) striking or hitting with any part of the body or with an implement; (ii) through pinching, pulling, or shaking; or (iii) through any similar action which normally inflicts pain or discomfort.

"Day" means calendar day unless the context clearly indicates otherwise.

"Detention home" or "secure detention" means a local, regional or state, publicly or privately operated secure custody facility which houses juveniles who are ordered detained pursuant to the *Code of Virginia*. The term does not include juvenile correctional centers.

"DMHMRSAS" means the Department of Mental Health, Mental Retardation and Substance Abuse Services.

"DOE" means the Department of Education.

"DJJ" means the Department of Juvenile Justice.

"DSS" means the Department of Social Services.

"Emergency" means a sudden, generally unexpected occurrence or set of circumstances demanding immediate action. Emergency does not include regularly scheduled time off for permanent staff or other situations which should reasonably be anticipated.

"Emergency admission" means the sudden, unplanned, unexpected admittance of a child who needs immediate care except self admittance to a temporary care facility or a court ordered placement.

"Goal" means expected results or conditions that usually involve a long period of time and which are written in behavioral terms in a statement of relatively broad scope. Goals provide guidance in establishing specific short-term objectives directed toward the attainment of the goal.

"Good character and reputation" means findings have been established and knowledgeable and objective people agree that the individual maintains business or professional, family and community relationships which are characterized by honesty, fairness, truthfulness, and dependability, and has a history or pattern of behavior that demonstrates that the individual is suitable and able to care for, supervise, and protect children. Relatives by blood or marriage, and persons who are not knowledgeable of the individual, such as recent acquaintances, shall not be considered objective references.

"Group home" means a children's residential facility that is a

community-based, home-like single dwelling, or its acceptable equivalent, other than the private home of the operator, and serves up to 12 residents.

"Health record" means the file maintained by a provider which houses personal health information.

"Human research" means any systematic investigation utilizing human subjects which may expose such human subjects to physical or psychological injury as a consequence of participation as subjects and which departs from the application of established and accepted therapeutic methods appropriate to meet the subjects' needs.

"Immediately" means directly without delay.

"Independent living program" means a competency-based program that is specifically approved to provide the opportunity for the residents to develop the skills necessary to live successfully on their own following completion of the program.

"Individualized service plan" means a written plan of action developed, and modified at intervals, to meet the needs of a specific resident. It specifies measurable short and long-term goals, objectives, strategies and time frames for reaching the goals and the individuals responsible for carrying out a plan.

"Interdepartmental standards" means the standards for residential care which are common to the departments and which must be met by a children's residential facility in order to qualify for a license or certificate.

"Juvenile correctional center" means a secure custody facility operated by, or under contract with, the Department of Juvenile Justice to house and treat persons committed to the department.

"Legal guardian" means the natural or adoptive parents or other person, agency, or institution that has legal custody of a child.

"License or certificate" means a document verifying approval to operate a children's residential facility and which indicates the status of the facility regarding compliance with applicable state regulations.

"Live in staff" means staff who are required to be on duty for a period of 24 consecutive hours or more during each work week.

"Living Unit" means the space in which a particular group of children in care of a residential facility reside. A living unit contains sleeping areas, bath and toilet facilities, and a living room or its equivalent for use by the residents of the unit. Depending upon its design, a building may contain one living unit or several separate living units.

"Mechanical restraint" means the use of an approved mechanical device that involuntarily restricts the freedom of movement or voluntary functioning of a limb or portion of a person's body as a means to control his physical activities when the individual receiving services does not have the ability to remove the device.

"Medication error" means that an error has been made in administering a medication to a resident when any of the following occur: (i) the wrong medication is given to a resident; (ii) the wrong resident is given the medication; (iii) the wrong dosage is given to a resident; (iv) medication is given to a resident at the wrong time or not at all; and (v) the proper method is not used to give the medication to a resident. A medication error does not include a resident's refusal of offered medication.

"Objective" means expected short-term results or conditions that must be met in order to attain a goal. Objectives are stated in measurable, behavioral terms and have a specified time for achievement.

"On duty" means that period of time during which a staff person is responsible for the supervision of one or more children.

"Parent" means a natural or adoptive parent or a surrogate parent appointed pursuant to DOE's regulations governing special education programs for students with disabilities. "Parent" means either parent unless the facility has been provided evidence that there is a legally binding instrument, a state law or a court order governing such matters as divorce, separation, or custody, which provides to the contrary.

"Pat down" means a thorough external body search of a clothed resident.

"Personal health information" means the information that encompasses the universe of oral, written or otherwise recorded information that is created or received by an entity and relating to either an individual's physical or mental health or the provision of or payment for health care to an individual.

"Pharmacological restraint" means the use of a medication that is administered involuntarily for the emergency control of an individual's behavior when the administered medication is not a standard treatment for the individual's medical or psychiatric condition when that individual's behavior places him or others at imminent risk.

"Physical restraint" (also referred to as a "manual hold") means use of a physical intervention or "hands-on" hold to prevent an individual from moving his body when that individual's behavior places him or others at imminent risk.

"Placement" means an activity by any person which provides assistance to a parent or legal guardian in locating and effecting the movement of a child to a foster home, adoptive home, or to a children's residential facility.

"Premises" means the tracts of land on which any part of a residential facility for children is located and any buildings on such tracts of land.

"Provider or Licensee" means the person, corporation, partnership, association, or public agency to whom a license or certificate is

issued and who is legally responsible for compliance with the standards and statutory requirements relating to the facility.

"Regulatory authority" means the department or state board that is responsible under the *Code of Virginia* for the licensure or certification of a children's residential facility.

"Resident" means a person admitted to a children's residential facility for supervision, care, training or treatment on a 24-hour per day basis.

"Respite care facility" means a facility that is specifically approved to provide short-term, periodic residential care to children accepted into its program in order to give the legal guardians temporary relief from responsibility for their direct care.

"Rest day" means a period of not less than 24 consecutive hours during which a staff person has no responsibility to perform duties related to the facility.

"Right" is something to which one has a legal or contractual claim.

"Routine admission" means the admittance of a child following evaluation of an application for admission and execution of a written placement agreement.

"Rules of conduct" means a listing of rules or regulations which is maintained to inform residents and others about behaviors which are not permitted and the consequences applied when the behaviors occur.

"Sanitizing agent" means any substance approved by the Environmental Protection Agency to destroy bacteria.

"Seclusion" means the involuntary placement of an individual alone, in an area secured by a door that is locked or held shut by a staff person, by physically blocking the door, or by any other physical or verbal means so that the individual cannot leave it.

"Secure custody facility" means a detention home or a juvenile correctional center.

"Self-admission" means the admittance of a child who seeks admission to a temporary care facility as permitted by Virginia statutory law without completing the requirements for "routine admission."

"Severe weather" means extreme environment or climate conditions which pose a threat to the health, safety, or welfare of residents.

"Shall" means an obligation to act is imposed.

"Shall not" means an obligation not to act is imposed.

"Standard" means a statement which describes in measurable terms a required minimum performance level.

"Strategies" means a series of steps and methods used to meet goals and objectives.

"Strip search" means a visual inspection of the body of a resident when that resident's outer clothing or total clothing is removed and an inspection of the removed clothing. Strip searches are conducted for the detection of contraband.

"Structured Program of Care" means a comprehensive planned daily routine including appropriate supervision that meets the needs of each resident both individually and as a group.

"Student/intern" means an individual who simultaneously is affiliated with an educational institution and a residential facility. Every student/intern who is not an employee is either a volunteer or contractual service provider depending upon the relationship among the student/intern, educational institution, and facility.

"Systemic deficiency" means violations documented by the regulatory authority which demonstrate defects in the overall operation of the facility or one or more of its components.

"Target population" means individuals with a similar, specified characteristic or disability.

"Temporary care facility" means a facility or an emergency shelter specifically approved to provide a range of services, as needed, on an individual basis not to exceed 90 days except that this term does not include secure detention facilities.

"Temporary contract worker" means an individual who is not a direct salaried employee of the provider but is employed by a third party and is not a consistently scheduled staff member.

"Therapy" means provision of direct diagnostic, preventive and treatment services where functioning is threatened or affected by social and psychological stress or health impairment.

"Time out" means the involuntary removal of an individual by a staff person from a source of reinforcement to a different, open location for a specified period of time or until the problem behavior has subsided to discontinue or reduce the frequency of problematic behavior.

"Treatment" means individually planned, sound, and therapeutic interventions that are intended to improve or maintain functioning of an individual receiving services in those areas that show impairment as the result of mental disability, substance addiction, or physical impairment. In order to be considered sound and therapeutic, the treatment must conform to current acceptable professional practice.

"Variance" means temporary or permanent waiver of compliance with a standard or portion of a standard, or permission to meet the intent of the standard by a method other than that specified in the standard, when the regulatory authority, in its sole discretion, determines: (i) enforcement will create an undue hardship; and (ii) resident care will not be adversely affected. The denial of a request for a variance is appealable when it leads to the denial or revocation of a license or certificate.

"Wilderness program" means a facility specifically approved to provide a primitive camping program with a nonpunitive environment and an experience curriculum for residents nine years of age and older who cannot presently function in home, school, and community. In lieu of or in addition to dormitories, cabins or barracks for housing residents, primitive campsites are used to integrate learning, mentoring, and group process with real living needs and problems for which the resident can develop a sense of social responsibility and self worth.

22 VAC 42-11-20. Interdepartmental Cooperation.

The Departments of Education; Juvenile Justice; Mental Health, Mental Retardation and Substance Abuse Services; and Social Services shall assist and cooperate with each other in the licensing and certification of children's residential facilities.

22 VAC 42-11-30. Applications.

A. Initial applications

1. A completed application includes, but is not limited to, an initial application form; proposed working budget for the year showing projected revenue and expenses for the first year of operation and a balance sheet showing assets and liabilities; evidence of financial resources, or, a line of credit sufficient to cover estimated operating expenses for 90 days unless the facility is operated by a state or local government agency, board, or commission; a description of the program; a proposed staffing/supervision plan including the staff information sheet; copies of all job descriptions; evidence of the applicant's authority to conduct business in Virginia; copy of floor plan with dimensions of rooms; a certificate of occupancy; current health inspection; evidence of consultation with state or local fire prevention authorities; a list of board members, if applicable; three references for the applicant; and if required by the regulatory authority, references for three officers of the board if applicable. This information must be submitted to and approved by the lead regulatory agency in order for the application to be considered complete.
2. All initial applications which are not complete within 12 months will be closed.
3. Facilities operated by state or local government agencies, boards, and commissions shall submit evidence of sufficient funds to operate including a working budget showing appropriated revenue and projected expenses for the coming year.
4. Currently licensed providers must demonstrate that they are operating in substantial compliance with applicable regulations before new facilities operated by the same provider will be licensed.

B. Renewal applications

A completed application for renewal of a facility's license or certificate shall be submitted within 30 days after being notified to submit a renewal application.

22 VAC 42-11-40. The Investigation.

The regulatory authority or regulatory authorities will arrange and

conduct an on-site inspection of the facility; a thorough review of the services; and investigate the character, reputation, status, and responsibility of the applicant.

22 VAC 42-11-50. Review of Facilities.

A. Representatives of the departments shall make announced and unannounced reviews during the effective dates of the license/-certificate. The purpose of these reviews is to monitor compliance with applicable standards.

B. The regulatory authority shall notify relevant local governments and placing and funding agencies, including the Office of Comprehensive Services, of multiple health and safety or human rights violations in children's residential facilities when such violations result in the lowering of the license or certificate to provisional status.

22 VAC 42-11-60. Posting of Information.

A. Information concerning the application for initial licensure of children's residential facilities shall be posted to the Interdepartmental Regulation web site, by locality.

B. An accurate listing of all licensed or certified facilities including information on renewal, denial, or provisional licensure, services and identification of the lead regulatory authority shall be posted to the Interdepartmental Regulation web site, by locality.

22 VAC 42-11-70. General Requirements.

A. The facility shall demonstrate full compliance with sufficient applicable standards to clearly demonstrate that its program and physical plant provide reasonably safe and adequate care while approved plans of action to correct findings of noncompliance are being implemented and there are no noncompliances which pose an immediate and direct danger to residents.

B. Corporations sponsoring residential facilities for children shall maintain their corporate status in accordance with Virginia law.

C. The facility shall comply with the terms of its license or certificate.

D. A license or certificate is not transferable and automatically expires when there is a change of ownership or sponsorship.

E. The current license or certificate shall be posted at all times in a place conspicuous to the public.

F. A license or certificate shall not be issued to a facility when noncompliance poses an immediate danger to the resident's life, health, or safety.

G. Intermediate sanctions authorized by statute may be imposed at the discretion of the regulatory author-ities.

H. Each facility shall self-report within 72 hours, to the lead regulatory agency, lawsuits against or settlements with residential facility operators relating to the health and safety or human rights of residents and any criminal charges against staff that may have been made relating to the health and safety or human rights of residents.

I. The provider shall comply with all other applicable federal, state, or local laws and regulations.

J. The provider's current policy and procedure manual shall be readily accessible to all staff.

K. The provider shall comply with their own policies and procedures.

22 VAC 42-11-80. Written corrective action plans

A. If there is noncompliance with any of these standards during an initial or ongoing review or investigation, the regulatory authority shall issue a licensing report describing the noncompliance and requesting the provider to submit a corrective action plan.

B. The provider shall submit to the regulatory authority and implement a written corrective action plan for each standard found to be in noncompliance as identified on the licensing report.

C. The plan of corrective action shall include a:

1. Description of each corrective action to be taken and person responsible for implementation;
2. Date of completion for each action; and
3. Signature of the person responsible for oversight of the implementation of the pledged corrective action.

D. The provider shall submit the corrective action plan to the regulatory authority within 15 business days of the issuance of the licensing report. Extensions may be granted by the regulatory authority when requested prior to the due date, but extensions shall not exceed an additional 10 business days. An immediate corrective action shall be required if the regulatory authority determines that the violations are related to the health, safety or welfare of residents.

E. A corrective action plan shall be approved by the regulatory authority. The provider has an additional 10 business days to submit a revised corrective action plan after receiving a notice that the plan submitted has not been approved.

22 VAC 42-11-90. Licenses/Certificates.

A. The Board of Juvenile Justice shall issue a certificate to each facility regulated by the board, indicating the facility's certification status when the facility is in compliance with these interdepartmental standards, other applicable regulations issued by the board, and applicable statutes. The certificate shall be effective for the period specified by the board unless it is revoked or surrendered sooner.

B. Facilities Regulated by DOE, DMHMRSAS, or DSS

1. A conditional license shall be issued to a new provider that demonstrates compliance with administrative and policy requirements, but has not demonstrated compliance with all the Interdepartmental Standards. A conditional license shall not exceed six months unless allowed by the *Code of Virginia*.
2. A provisional license may be issued to a provider that has demonstrated an inability to maintain compliance with the Interdepartmental Standards, or other applicable regulations; has violations of licensing standards that pose a threat to the health or safety of residents being served; has multiple violations of licensing standards; or has failed to comply with a previous corrective action plan and has one or more systemic deficiencies.
  - a. A provisional license may be issued at any time.
  - b. The term of a provisional license may not exceed six months unless allowed by the *Code of Virginia*.
3. An annual license or certificate:
  - a. Shall be issued when the provider applies for renewal while holding a conditional or provisional license or certificate and substantially meets or exceeds the requirements of the Interdepartmental Standards and other regulations and statutes.
  - b. May be issued at any time, if the provider has received one systemic deficiency.
  - c. May be renewed, but an annual license or certificate and any renewals thereof shall not exceed a period of 36 successive months for all annual licenses and renewals combined.
4. A triennial license or certificate shall be issued when the provider:  
Applies for renewal while holding an annual or triennial license or certificate and substantially meets or exceeds the requirements of the Interdepartmental Standards and other applicable regulations and statutes.

C. The term of a facility's license or certificate may be modified at any time during the licensure or certification period based on a change in the facility's compliance with this regulation.

#### 22 VAC 42-11-100. Application Fees.

- A. There shall be a \$500 nonrefundable initial application fee. If the application is closed, denied, or withdrawn, all subsequent initial applications will require another \$500 fee.
- B. There shall be a \$100 nonrefundable renewal application fee.
- C. No renewal fee will be charged to providers directly following the issuance of a conditional license.
- D. This application fee does not apply to state or locally owned, operated, or contracted facilities.
- E. Such fees are to be used for the development and delivery of training for providers and staff of children's residential facilities and regulators of these facilities.

#### 22 VAC 42-11-110. Modification.

- A. The conditions of a license or certificate may be modified during

the term of the license or certificate with respect to the capacity, residents' age range, facility location, gender, or changes in the services. Limited modifications may be approved during the conditional licensure or certification period.

B. The provider shall submit a written report of any contemplated changes in operation which would affect the terms of the license or certificate or the continuing eligibility for licensure or certification to the lead regulatory authority.

C. A change shall not be implemented prior to approval by the regulatory authority. A determination will be made as to whether changes will be approved and the license or certificate modified accordingly or whether an application for a new license or certificate must be filed. The provider will be notified in writing within 60 days following receipt of the request as to whether the modification is approved or a new license or certificate is required.

#### 22 VAC 42-11-120. Denial.

A. An application for licensure or certification may be denied when the applicant:

1. Violates any provision of applicable laws or regulations made pursuant to such laws;
2. Has a founded disposition of child abuse or neglect after the appeal process has been completed;
3. Has been convicted of a crime listed in §§ 37.2-416 and 63.2-1726 of the *Code of Virginia*;
4. Has made false statements on the application or misrepresentation of facts in the application process;
5. Has not demonstrated good character and reputation as determined through references, background investigations, driving records, and other application materials; or
6. Has a history of adverse licensing actions or sanctions.

B. If denial of a license or certificate is recommended, the facility will be notified in writing of the deficiencies, the proposed action, the right to appeal, and the appeal process.

#### 22 VAC 42-11-130. Revocation.

A. The license or certificate may be revoked when the provider:

1. Violates any provision of applicable laws or applicable regulations made pursuant to such laws;
2. Engages in conduct or practices which are in violation of statutes related to abuse or neglect of children;
3. Deviates significantly from the program or services for which a license or certificate was issued without obtaining prior written approval from the regulatory authority or fails to correct such deviations within the specified time; or
4. Engages in a willful action or gross negligence which jeopardizes the care or protection of residents.

B. If revocation of a license or certificate is recommended, the facility will be notified in writing of the deficiencies, the proposed action, the right to appeal, and the appeal process.

22 VAC 42-11-140. Summary Suspension.

A. In conjunction with any proceeding for revocation, denial, or other action, when conditions or practices exist that pose an immediate and substantial threat to the health, safety, and welfare of the residents, the lead regulatory authority agency head may issue an order of summary suspension of the license or certificate to operate a children's residential facility when he believes the operation of the facility should be suspended during the pendency of such proceeding.

B. Prior to the issuance of an order of summary suspension, the regulatory authority shall contact the Executive Secretary of the Supreme Court of Virginia to obtain the name of a hearing officer. The lead regulatory authority shall schedule the time, date, and location of the administrative hearing with the hearing officer.

C. The order of summary suspension shall take effect upon its issuance. It shall be delivered by personal service and certified mail, return receipt requested, to the address of record of the facility as soon as practicable. The order shall set forth:

1. The time, date, and location of the hearing;
2. The procedures for the hearing;
3. The hearing and appeal rights; and
4. Facts and evidence that formed the basis for the order of summary suspension.

D. The hearing shall take place within three business days of the issuance of the order of summary suspension.

E. The regulatory authority shall have the burden of proving in any summary suspension hearing that it had reasonable grounds to require the facility to cease operations during the pendency of the concurrent revocation, denial, or other proceeding.

F. The administrative hearing officer shall provide written findings and conclusions, together with a recommendation as to whether the license or certificate should be summarily suspended, to the lead regulatory agency head within five business days of the hearing.

G. The lead regulatory agency head shall issue a final order of summary suspension or make a determination that the summary suspension is not warranted based on the facts presented and the recommendation of the hearing officer within seven business days of receiving the recommendation of the hearing officer.

H. The lead regulatory agency head shall issue and serve on the children's residential facility or its designee by personal service or by certified mail, return receipt requested either:

1. A final order of summary suspension including (i) the basis for accepting or rejecting the hearing officer's recommendations, and (ii) notice that the children's residential facility may appeal the lead regulatory agency head's decision to the appropriate circuit court no later than 10 days following issuance of the order; or
2. Notification that the summary suspension is not warranted by the facts and circumstances presented and that the order of summary suspension is rescinded.

I. The facility may appeal the lead regulatory agency head's

decision on the summary suspension to the appropriate circuit court no more than ten days after issuance of the final order.

J. The outcome of concurrent revocation, denial, and other proceedings shall not be affected by the outcome of any hearing pertaining to the appropriateness of the order of summary suspension.

K. At the time of the issuance of the order of summary suspension, the lead regulatory authority shall contact the appropriate agencies to inform them of the action and the need to develop relocation plans for residents, and ensure that parents and guardians are informed of the pending action.

22 VAC 42-11-150. Variances.

A. Any request for a variance shall be submitted in writing to the regulatory authority and should include a:

1. Justification why enforcement of the standard would create an undue hardship; and
2. Justification why resident care would not be adversely affected if the variance was granted.

A variance shall not be effected prior to approval of the regulatory authority.

22 VAC 42-11-160. Investigation of Complaints and Allegations.

The four departments of Education; Juvenile Justice; Mental Health, Mental Retardation and Substance Abuse Service; and Social Services are responsible for complete and prompt investigation of all complaints and allegations at the facilities where they have regulatory authority, and for notification of the appropriate persons or agencies when removal of residents may be necessary. Suspected criminal violations shall be reported to the appropriate law enforcement authority.

## **PART II ADMINISTRATION**

22 VAC 42-11-170. Governing Body.

A. The provider shall clearly identify the corporation, association, partnership, individual, or public agency that is the licensee.

B. The provider shall clearly identify any governing board, body, entity or person to whom it delegates the legal responsibilities and duties of the provider.

22 VAC 42-11-180. Responsibilities of the Provider.

A. The provider shall appoint a qualified chief administrative officer to whom it delegates, in writing, the authority and responsibility for administrative direction of the facility.

B. The provider shall develop and implement a written decision making plan which shall provide for a staff person with the

qualifications of the chief administrative officer or program director to be designated to assume the temporary responsibility for the operation of the facility. Each plan must be approved by the regulatory agency and include an organizational chart.

C. The provider shall develop a written statement of the objectives of the facility including a description of the target population and the programs to be offered.

D. The provider shall develop and implement written policies and procedures to monitor and evaluate service quality and effectiveness, on a systematic and on-going basis. The provider shall implement improvements when indicated.

#### 22 VAC 42-11-190. Fiscal Accountability.

A. Facilities operated by corporations, unincorporated organizations or associations, individuals, or partnerships shall prepare, at the end of each fiscal year:

1. An operating statement showing revenue and expenses for the fiscal year just ended;
2. A working budget showing projected revenue and expenses for the next fiscal year that gives evidence that there are sufficient funds to operate; and
3. A balance sheet showing assets and liabilities for the fiscal year just ended.

B. There shall be a system of financial record keeping that shows a separation of the facility's accounts from all other records.

C. The provider shall develop and implement written policies and procedures that address the day-to-day handling of facility funds to include:

1. Handling of deposits;
2. Writing of checks; and
3. Handling of petty cash.

#### 22 VAC 42-11-200. Insurance.

A. The facility shall maintain liability insurance covering the premises and the facility's operations.

B. The facility shall provide documentation that all vehicles used to transport residents are insured, including vehicles owned by staff.

C. The members of the governing body and staff who have been authorized to handle the facility's or resident's funds shall be bonded or otherwise indemnified against employee dishonesty.

#### 22 VAC 42-11-210. Fund-Raising.

The facility shall not use residents in its fund-raising activities without written permission of the legal guardian and the permission of residents 14 years or older.

#### 22 VAC 42-11-220. Weapons.

The facility shall develop and implement a written policies and procedures governing the possession and use of firearms, pellet guns, air guns, and other weapons on the facility's premises and on facility related activities. The policy shall provide that no firearms, pellet guns, air guns, or other weapons shall be permitted on the premises or at facility sponsored activities unless the weapons are:

1. In the possession of licensed security personnel or law enforcement officers;
2. Kept securely under lock and key; or
3. Used by a resident with the legal guardian's permission, under the supervision of a responsible adult, in accord with policies and procedures developed by the facility for the weapons' lawful and safe use.

#### 22 VAC 42-11-230. Relationship to Regulatory Authority.

The provider shall submit or make available to the regulatory authority such reports and information as the regulatory authority may require to establish compliance with these interdepartmental standards and other applicable regulations and statutes.

B. The governing body or its official representative shall notify the regulatory authorities within five working days of any change in administrative structure or newly hired chief administrative officer.

#### 22 VAC 42-11- 240. Facilities Serving Persons Over the Age of 17 Years.

Facilities which are approved to serve persons over the age of 17 years shall comply with these interdepartmental standards for all occupants regardless of age, except when it is determined by the regulatory authorities that housing, programs, services, and supervision for such persons are provided separately from those for the residents.

#### 22 VAC 42-11- 250. Health Information.

A. Health information required by this section shall be maintained for each staff member and for each individual who resides in a building occupied by residents, including each person who is not a staff member or resident of the facility. Health information is to be handled, maintained and stored in a fashion which maintains confidentiality of the information at all times.

B. Tuberculosis Evaluation.

1. At the time of hire, each individual shall submit the results of a screening assessment documenting the absence of tuberculosis in a communicable form as evidenced by the completion of a form containing, at a minimum, the elements of a current screening form published by the Virginia Department of Health. The screening assessment shall be no older than 30 days.

2. Each individual shall annually submit the results of a screening assessment, documenting that the individual is free of tuberculosis in a communicable form as evidenced by the completion of a form containing, at a minimum, the elements of a current screening form published by the Virginia Department of Health.

C. Subsequent Evaluations for Tuberculosis

1. An individual who comes in contact with a known case of infectious tuberculosis shall be screened as determined appropriate based on consultation with the local health department.
2. An individual who develops chronic respiratory symptoms of three weeks duration shall be evaluated immediately for the presence of infectious tuberculosis.

D. An individual suspected of having infectious tuberculosis shall not be permitted to return to work or have contact with staff or residents until a physician has determined that the individual is free of infectious tuberculosis.

E. The facility shall report any active case of tuberculosis developed by a staff member to the local health department.

22 VAC 42-11- 260. Physical or Mental Health of Personnel.

A. The provider or the regulatory authority may require a report of examination by a licensed physician or mental health professional when there are indications that an individual's physical, mental, or emotional health may jeopardize the care of residents.

B. An individual who is determined by a licensed physician or mental health professional, to show an indication of a physical or mental condition which may jeopardize the safety of residents or which would prevent the performance of duties shall be removed immediately from contact with residents and food served to residents until the condition is cleared as evidenced by a signed statement from the physician or mental health professional.

22 VAC 42-11-270. Qualifications.

A. Standards establishing minimum position qualifications shall be applicable to all facilities. In lieu of the minimum position qualifications contained in this chapter, facilities subject to (i) the rules and regulations of the Virginia Department of Human Resource Management or (ii) the rules and regulations of a local government personnel office may develop written minimum entry level qualifications in accord with the rules and regulations of the supervising personnel authority.

B. A person who assumes or is designated to assume the responsibilities of a position or any combination of positions described in these standards shall:

1. Meet the qualifications of the position or positions;
2. Fully comply with all applicable standards for each function; and
3. Demonstrate a working knowledge of the policies and procedures that are applicable to his specific position or positions.

C. When services or consultation are obtained on a contractual basis they shall be provided by professionally qualified personnel.

22 VAC 42-11-280. Job Descriptions.

A. There shall be a written job description for each position which, at a minimum, includes the:

1. Job title;
2. Duties and responsibilities of the incumbent;
3. Job title of the immediate supervisor; and
4. Minimum education, experience, knowledge, skills , and abilities required for entry level performance of the job.

B. A copy of the job description shall be given to each person assigned to a position at the time of employment or assignment.

22 VAC 42-11-29 0. Written Personnel Policies and Procedures.

A. The provider shall have and implement provider approved written personnel policies and make its written personnel policies readily accessible to each staff member.

B. The provider shall develop and implement written policies and procedures to assure that persons employed in or designated to assume the responsibilities of each position possess the education, experience, knowledge, skills, and abilities specified in the job description for the position.

22 VAC 42-11-300. Personnel Records.

A. Separate up-to-date written or automated personnel records shall be maintained for each employee, student/intern, volunteer, and contractual service provider for whom background investigations are required by Virginia statute. Content of personnel records of volunteers and contractual service providers may be limited to documentation of compliance with requirements of Virginia laws regarding child protective services and criminal history background investigations.

B. The records of each employee shall include:

1. A completed employment application form or other written material providing the individual's name, address, phone number, and social security number or other unique identifier;
  2. Educational background and employment history;
  3. Written references or notations of oral references;
  4. Reports of required health examinations;
  5. Annual performance evaluations;
  6. Date of employment and separation;
  7. Documentation of compliance with requirements of Virginia laws regarding child protective services and criminal history background investigations;
  8. Documentation of educational degrees and of professional certification or licensure;
- Documentation of all training required by this regulation and any other training received by individual staff; and
10. A current job description.

C. Personnel records, including separate health records, shall be retained in their entirety for three years after separation from employment, contractual service, student/intern, or volunteer service.

22 VAC 42-11-310. Staff Development.

A. Required initial training:

1. Within seven days following their begin date, each staff member

responsible for supervision of children shall receive basic orientation to the facility's behavior intervention policies, procedures and techniques regarding less restrictive interventions, timeout, and physical restraint.

Within 14 days following an individual's begin date, or before an individual is alone supervising children, the provider shall implement emergency preparedness and response training which shall include:

- a. Alerting emergency personnel and sounding alarms;
- b. Implementing evacuation procedures, including evacuation of residents with special needs (i.e., deaf, blind, non-ambulatory);
- c. Using, maintaining, and operating emergency equipment;
- d. Accessing emergency information for residents including medical information; and
- e. Utilizing community support services.

3. Within 14 days following their begin date, new employees, employees transferring from other facilities operated by the same sponsor, relief staff, volunteers and students/interns shall be given orientation and training regarding:

- a. The objectives of the facility;
- b. Practices of confidentiality;
- c. The decision making plan;
- d. The *Standards for Interdepartmental Regulation of Children's Residential Facilities* including the prohibited actions as outlined in this regulation; and
- e. Other policies and procedures that are applicable to their positions and their duties and responsibilities.

4. Within 30 days following their begin date, all staff working with residents shall be enrolled in a standard first aid class and in a cardiopulmonary resuscitation class facilitated by the American Red Cross or other recognized authority, unless the individual is currently certified in first aid and cardiopulmonary resuscitation.

5. Within 30 days following their begin date, all staff working with residents shall be trained in child abuse and neglect; mandatory reporting; maintaining appropriate professional relationships and interaction among staff and residents; and suicide prevention.

6. Within 30 days following their begin date, all staff shall be trained on the facility's policies and procedures regarding universal precautions.

7. Within 30 days following their begin date, all staff shall be trained on good neighbor policies and community relations.

8. Before they can administer medication, all staff responsible for medication administration shall have successfully completed a medication training program approved by the Board of Nursing or be licensed by the Commonwealth of Virginia to administer medications.

9. All staff shall be trained in any area of quality improvement as identified from the results of the quality improvement plan.

B. Required annual retraining:

1. All employees, contractors, students/interns, and volunteers shall complete an annual refresher emergency preparedness and response training which shall include:

- a. Alerting emergency personnel and sounding alarms;
- b. Implementing evacuation procedures, including evacuation of residents with special needs (i.e., deaf, blind, non-ambulatory);

- c. Using, maintaining, and operating emergency equipment;
- d. Accessing emergency information for residents including medical information; and
- e. Utilizing community support services.

2. All staff who administer medication shall complete an annual refresher medication training.

3. All child care staff shall receive annual retraining on the provider's behavior intervention and timeout policies and procedures.

4. All staff working with residents shall receive annual retraining in child abuse and neglect; mandatory reporting; maintaining appropriate professional relationships and interaction among staff and residents; and suicide prevention.

5. All staff shall receive annual retraining on the provider's policies and procedures regarding universal precautions.

D. Each full time staff person who works with residents shall complete an additional 15 hours of annual training applicable to their job duties.

E. Facilities shall develop and implement written policies and procedures to ensure that part time staff receive training applicable to their positions.

F. Training provided will be comprehensive and based on the needs of the population served to ensure that staff have the competencies to perform their jobs.

#### 22 VAC 42-11-320. Staff Supervision.

The provider shall develop and implement written policies and procedures regarding the supervision of staff, volunteers and students/interns. These policies and procedures shall include:

- 1. Type of supervision;
- 2. Frequency of supervision; and
- 3. How the supervision will be documented.

#### 22 VAC 42-11-330. The Applicant.

A. Each applicant shall show evidence that they have been trained on appropriate siting of children's residential facilities.

B. The applicant shall be interviewed in person by the regulatory authority to determine the qualifications of the owner or operator as set out in this regulation.

C. Should the applicant not be qualified to perform the duties of the chief administrative officer, the applicant shall hire an individual with the qualifications, as set out in this regulation, to perform the duties of the chief administrative officer.

#### 22 VAC 42-11-340. The Chief Administrative Officer.

A. The chief administrative officer shall have the following responsibilities:

- 1. Responsibility for compliance with the *Standards for Interdepartmental Regulation of Children's Residential Facilities* and

other applicable standards;

2. Responsibility for all personnel;
3. Overseeing facility operation in its entirety, including the approval of the design of the structured program of care and its implementation; and
4. Responsibility for the facility's financial integrity.

B. A chief administrative officer appointed after the effective date of these standards shall have at least:

1. A master's degree in social work, psychology, counseling, or nursing and two years of full time paid work experience in a children's residential facility and one year full time experience in an administrative or supervisory capacity; or
2. A baccalaureate degree in social work, psychology, counseling, or nursing and three years full time paid work experience with children, at least two of which were in a children's residential facility and one year of administrative or supervisory experience; or
3. A master's in education and two years of full time paid work experience in a children's residential facility and one year full time experience in an administrative or supervisory capacity or baccalaureate degree in education and three years full time paid work experience with children, at least two of which were in a children's residential facility and one year of administrative or supervisory experience may be accepted for a chief administrative officer of a program whose lead regulatory agency is the Department of Education; or
4. A baccalaureate degree and seven years of full time paid work experience with children at least four of which shall be in a children's residential facility and two years of administrative or supervisory experience.

C. Any applicant for the chief administrative officer position shall submit the following to demonstrate compliance with the qualifications required by this regulation for the chief administrative officer:

1. Official transcripts from the accredited college or university of attendance within 30 days of hire; and
2. Documentation of prior relevant experience.

22 VAC 42-11-350. Program Director.

A. The facility's program shall be directed by one or more qualified persons.

B. Persons directing programs shall be responsible for the development and implementation of the programs and services offered by the facility, including overseeing assessments, service planning, staff scheduling, and supervision.

C. Persons directing programs of a facility licensed or certified to care for 13 or more residents shall be full time, qualified staff members.

D. A person appointed after the effective date of these standards to direct programs shall have at least:

1. A master's degree in social work, psychology, counseling, or nursing and two years of full time paid work experience with children, one of which needs to be in a children's residential facility and one

year of administrative or supervisory experience;

2. A baccalaureate degree in social work, psychology, counseling or nursing and three years full time paid experience working with children, one of which must be in a children's residential facility and one year of administrative or supervisory experience;

3. A license or certificate issued by the Commonwealth of Virginia as a drug or alcoholism counselor/worker if the facility's purpose is to treat drug abuse or alcoholism;

4. A baccalaureate degree and five years of full time paid experience working with children at least three of which must be in a children's residential facility and one year of full time supervisory or administrative experience; or

5. A master's degree in education and two years of full time paid work experience with children, one of which needs to be in a children's residential facility and one year of administrative or supervisory experience or a baccalaureate degree in education with an endorsement in at least one area of disability served by the program and three years full time paid experience working with children, one of which must be in a children's residential facility and one year of administrative or supervisory experience may be accepted for a program director of a program whose lead regulatory agency is the Department of Education.

E. Any applicant for the program director position shall submit the following to demonstrate compliance with the qualifications required by this regulation for the program director:

1. Official transcripts from the accredited college or university of attendance within 30 days of hire; and

2. Documentation of prior relevant experience.

#### 22 VAC 42-11-360. Case manager.

Case managers shall have the responsibility for:  
Coordination of all services offered to each resident; and  
Provision of case management services as required in  
22 VAC 42-11-760.A.

Case managers shall have:

A master's degree in social work, psychology, or counseling; or

2. A baccalaureate degree in social work or psychology with documented field work experience and must be supervised by the program director or other staff employed by the provider with the same qualifications as required by 22 VAC 42 -11-350.D; or

3. A baccalaureate degree and three years of full time paid experience working with children at least one of which shall be in a children's residential facility.

#### 22 VAC 42-11-370. Child care supervisor.

Child care supervisors shall have responsibility for the:  
Development of the daily living program within each child care unit;  
and;

Orientation, training and supervision of direct care workers.

Child care supervisors shall have:

1. A baccalaureate degree in social work or psychology and two years of full time paid experience working with children one year of which must have been in a residential facility for children;

2. A high school diploma or a General Education Development Certificate (G.E.D.) and a minimum of five years full time paid experience working with children with at least two years in a residential facility for children; or
3. A combination of education and experience working with children as approved by the lead regulatory authority.

22 VAC 42-11-380. Child care staff.

A. The child care worker shall have responsibility for guidance and supervision of the children to whom he is assigned including:

1. Overseeing physical care;
2. Development of acceptable habits and attitudes;
3. Management of resident behavior; and
4. Helping to meet the goals and objectives of any required service plan.

B. A child care worker and a relief child care worker shall:

1. Have a baccalaureate degree in human services;
2. Have an associates degree and three months experience working with children; or
3. Be a high school graduate or have a General Education Development Certificate (G.E.D.) and have six months of experience working with children.

C. Child care staff with a high school diploma or G.E.D. with no experience working with children may not work alone, but may be employed as long as they are working directly with the child care supervisor, chief administrative officer, program director, or case manager.

D. An individual hired, promoted, demoted, or transferred to a child care worker's position after the effective date of these standards shall be at least 21 years old.

E. The provider shall not be dependent on temporary contract workers to provide child care.

22 VAC 42-11-390. Relief Staff.

Qualified relief staff shall be employed as necessary to meet the needs of the programs and services offered and to maintain a structured program of care in accordance with 22 VAC 42-11-780.

22 VAC 42-11-400. Volunteers and Students/Interns.

A. A facility that uses volunteers or students/interns shall develop and implement written policies and procedures governing their selection and use.

B. The facility shall not be dependent upon use of volunteers or students/interns to provide basic services.

C. Responsibilities of volunteers and students/interns shall be clearly defined in writing.

D. Volunteers and students/interns shall have qualifications appropriate to the services they render.

22 VAC 42-11-410. Support Functions.

- A. Child care workers and other staff responsible for child care may assume the duties of non-child care personnel only when these duties do not interfere with their child care responsibilities.
- B. Residents shall not be solely responsible for support functions, including but not necessarily limited to, food service, maintenance of building and grounds, and housekeeping.

PART III RESIDENTIAL ENVIRONMENT

22 VAC 42-11-420. Buildings, Inspections and Building Plans.

- A. All buildings and building related equipment shall be inspected and approved by the local building official. Approval shall be documented by a certificate of occupancy.
- B. The facility shall document at the time of its original application evidence of consultation with state or local fire prevention authorities.
- C. The facility shall document annually after the initial application that buildings and equipment are maintained in accordance with the Virginia Statewide Fire Prevention Code (13 VAC 5-51-10 et. seq.).
- D. At the time of the original application and at least annually thereafter the buildings shall be inspected and approved by state or local health authorities, whose inspection and approval shall include:
  - 1. General sanitation;
  - 2. The sewage disposal system;
  - 3. The water supply; and
  - 4. Food service operations.
- E. The buildings and physical environment shall provide adequate space and shall be of a design that is suitable to house the programs and services provided and meet specialized needs of the residents.
- F. Building plans and specifications for new construction, change in use of existing buildings, and any structural modifications or additions to existing buildings shall be submitted to and approved by the lead regulatory agency and by other appropriate regulatory authorities.
- G. Swimming pools shall be inspected annually by the state or local health authorities or by a swimming pool business.

22 VAC 42-11-430. Heating Systems, Ventilation and Cooling Systems.

- A. Heat shall be evenly distributed in all rooms occupied by the residents such that a temperature no less than 68° F is maintained, unless otherwise mandated by state or federal authorities.
- B. Natural or mechanical ventilation to the outside shall be

provided in all rooms used by residents.

C. Air conditioning or mechanical ventilating systems, such as electric fans, shall be provided in all rooms occupied by residents when the temperature in those rooms exceeds 80°F.

22 VAC 42-11-440. Lighting.

A. Artificial lighting shall be by electricity.

B. All areas within buildings shall be lighted for safety and shall be sufficient for the activities being performed.

C. Lighting in halls shall be adequate and shall be continuous at night.

D. Operable flashlights or battery powered lanterns shall be available for each staff member on the premises between dusk and dawn to use in emergencies.

E. Outside entrances and parking areas shall be lighted for protection against injuries and intruders.

22 VAC 42-11-450. Plumbing.

A. Plumbing shall be maintained in good operational condition.

B. An adequate supply of hot and cold running water shall be available at all times.

C. Precautions shall be taken to prevent scalding from running water. Water temperatures should be maintained at 100° - 120° F.

22 VAC 42-11-460. Toilet Facilities.

A. There shall be at least one toilet, one hand basin, and one shower or bathtub in each living unit.

B. There shall be at least one bathroom equipped with a bathtub in each facility.

C. There shall be at least one toilet, one hand basin, and one shower or tub for every eight residents for facilities licensed before July 1, 1981, and have made no structural changes or constructed any buildings.

D. There shall be one toilet, one hand basin, and one shower or tub for every four residents in any building constructed or structurally modified after July 1, 1981, except secure custody facilities. Facilities licensed after the effective date of these standards must comply with the one to four ratio.

E. The maximum number of staff members on duty in the living unit shall be counted in determining the required number of toilets and hand basins when a separate bathroom is not provided for staff.

F. There shall be at least one mirror securely fastened to the wall

at a height appropriate for use in each room where hand basins are located except in security rooms in hospitals and secure custody facilities.

22 VAC 42-11-470. Personal Necessities.

A. An adequate supply of personal necessities shall be available to the residents at all times for purposes of personal hygiene and grooming.

B. Clean, individual washcloths and towels shall be in good repair and available once each week and more often, if needed.

C. When residents are incontinent or not toilet trained:

1. Provision shall be made for sponging, diapering or other similar care on a nonabsorbent changing surface which shall be cleaned with warm soapy water after each use.

2. A covered diaper pail, or its equivalent, with leak proof disposable liners shall be available. If both cloth and disposable diapers are used there shall be a diaper pail for each.

3. Adapter seats and toilet chairs shall be cleaned immediately after each use with appropriate cleaning materials.

4. Staff shall thoroughly wash their hands with warm soapy water immediately after assisting a child or themselves with toileting.

5. Appropriate privacy, confidentiality and dignity shall be maintained for residents during toileting and diapering.

22 VAC 42-11-480. Sleeping Areas.

A. When residents are four years of age or older, boys and girls shall have separate sleeping areas.

B. No more than four children may share a bedroom or sleeping area except as provided by other applicable state regulations governing juvenile correctional centers.

C. Children who use wheelchairs, crutches, canes, or other mechanical devices for assistance in walking shall be provided with a planned, personalized means of effective egress for use in emergencies.

D. Beds shall be at least three feet apart at the head, foot, and sides and double-decker beds shall be at least five feet apart at the head, foot, and sides.

E. Sleeping quarters in facilities licensed by the DSS prior to July 1, 1981, and facilities established, constructed or structurally modified after July 1, 1981, except for primitive campsites, shall have:

1. At least 80 square feet of floor area in a bedroom accommodating one person;

2. At least 60 square feet of floor area per person in rooms accommodating two or more persons; and

3. Ceilings with a primary height at least 7½ feet in height exclusive of protrusions, duct work, or dormers.

Each child shall have a separate, clean, comfortable bed equipped

with a clean mattress, clean pillow, clean blankets, clean bed linens, and, if needed, a clean waterproof mattress cover.

G. Bed linens shall be changed at least every seven days and more often, if needed.

H. Mattresses shall be fire retardant as evidenced by documentation from the manufacturer except in buildings equipped with an automated sprinkler system as required by the Virginia Uniform Statewide Building Code.

I. Cribs shall be provided for residents under two years of age.

J. Each resident shall be assigned drawer space and closet space, or their equivalent, which is accessible to the sleeping area for storage of clothing and personal belongings except in secure custody facilities.

K. The sleeping areas' environment shall be conducive to sleep and rest.

22 VAC 42-11-490. Smoking Prohibition.

Smoking shall be prohibited in living areas and in areas where residents participate in programs.

22 VAC 42-11-500. Residents' Privacy.

A. When bathrooms are not designated for individual use, except in secure custody facilities:

1. Each toilet shall be enclosed for privacy, and
2. Bathtubs and showers shall provide visual privacy for bathing by use of enclosures, curtains or other appropriate means.

B. Windows in bathrooms, sleeping areas, and dressing areas shall provide for privacy.

C. Every sleeping area shall have a door that may be closed for privacy or quiet and this door shall be readily opened in case of fire or other emergency. In secure custody facilities, the door may be equipped with an observation window.

D. Residents shall be provided privacy from routine sight supervision by staff members of the opposite gender while bathing, dressing, or conducting toileting activities. This section does not apply to medical personnel performing medical procedures, to staff providing assistance to infants, or to staff providing assistance to residents whose physical or mental disabilities dictate the need for assistance with these activities as justified in the resident's record.

E. Video and audio monitoring shall be permitted only in common hallways and common areas. All such monitoring shall have the approval of the regulatory authority and if licensed by DMHMRSAS the approval of the Office of Human Rights. DJJ certified facilities shall obtain the approval of the regulatory authority before any video or audio monitoring is permitted. Video and audio monitoring is prohibited in bathrooms, dressing areas, and bedrooms.

22 VAC 42-11-510. Living Rooms and Indoor Recreation Space.

A. Each living unit, except for secure custody, shall have a living room, or other area for informal use, for relaxation and entertainment. The furnishings shall provide a comfortable, home-like environment that is appropriate to the ages of the residents.

B. All facilities shall have indoor recreation space that contains indoor recreation materials appropriate to the ages and interests of the residents.

Facilities licensed or certified to care for 13 or more residents shall have recreation space distinct from the living room.

22 VAC 42-11-520. Study Space.

A. Facilities serving a school age population shall provide study space. Study space may be assigned in areas used interchangeably for other purposes.

B. Study space shall be well lighted, quiet, and equipped with tables or desks and chairs.

22 VAC 42-11-530. Kitchen and Dining Areas.

A. Meals shall be served in areas equipped with sturdy tables and benches or chairs which are size and age appropriate for the residents.

B. Adequate kitchen facilities and equipment shall be provided for preparation and serving of meals.

C. Walk-in refrigerators, freezers, and other enclosures shall be equipped to permit emergency exits.

22 VAC 42-11-540. Laundry Areas.

Appropriate space and equipment in good repair shall be provided if laundry is done at the facility.

22 VAC 42-11-550. Storage.

Space shall be provided for safe storage of items such as first aid equipment, household supplies, recreational equipment, luggage, out-of-season clothing, and other materials.

22 VAC 42-11-560. Staff Quarters.

A. A separate, private bedroom shall be provided for staff and their families when a staff member is on duty for 24 consecutive hours or more.

B. A separate private bathroom shall be provided for staff and their families when there are more than four persons in the living unit and the staff person is on duty for 24 consecutive hours or more.

C. Staff and members of their families shall not share bedrooms with

residents.

22 VAC 42-11-570. Office Space.

Space shall be provided for administrative activities including, as appropriate to the program, confidential conversations and provision for storage of records and materials.

22 VAC 42-11-580. Buildings and Grounds.

The facility's grounds shall be safe, properly maintained, and free of clutter and rubbish. The grounds include, but are not limited to, all areas where residents, staff, and visitors may reasonably be expected to have access, including roads, pavements, parking lots, open areas, stairways, railings, and potentially hazardous or dangerous areas.

B. The interior and exterior of all buildings shall be safe, properly maintained, clean and in good working order. This includes, but is not limited to, required locks, mechanical devices, indoor and outdoor equipment, and furnishings.

C. Outdoor recreation space shall be available and appropriately equipped for the residents' use.

22 VAC 42-11-590. Equipment and Furnishings.

A. All furnishings and equipment shall be safe, clean, and suitable to the ages and number of residents.

B. There shall be at least one continuously operable, non-pay telephone accessible to staff in each building in which children sleep or participate in programs.

22 VAC 42-11-600. Housekeeping and Maintenance.

A. All buildings shall be well-ventilated and free of stale, musty, or foul odors.

B. Adequate provision shall be made for the collection and legal disposal of garbage and waste materials.

C. Buildings shall be kept free of flies, roaches, rats, and other vermin.

D. A sanitizing agent shall be used in the laundering of bed, bath, table, and kitchen linens.

22 VAC 42-11-610. Farm and Domestic Animals.

A. Horses and other animals maintained on the premises shall be quartered at a reasonable distance from sleeping, living, eating and food preparation areas, as well as a safe distance from water supplies.

B. Animals maintained on the premises shall be tested, inoculated and licensed as required by law.

C. The premises shall be kept free of stray domestic animals.

D. Pets shall be provided with clean quarters and adequate food and water.

#### PART IV PROGRAMS AND SERVICES

##### 22 VAC 42-11-6 20. Acceptance of Children.

Children shall be accepted only by court order or by written placement agreement with legal guardians. This requirement does not apply to temporary care facilities when self-admission is made according to Virginia law.

##### 22 VAC 42-11-630. Admission Procedures.

A. The facility shall have written criteria for admission which shall include:

1. A description of the population to be served;
2. A description of the types of services offered;
3. Intake and admission procedures;
4. Exclusion criteria to define those behaviors or problems that the facility does not have the staff with experience or training to manage; and
5. Description of how educational services will be provided to the population being served.

B. The facility shall accept and serve only those children whose needs are compatible with the services provided through the facility unless a child's admission is ordered by a court of competent jurisdiction.

C. Acceptance of a child as eligible for respite care by a facility approved to provide residential respite care is considered admission to the facility. Each individual period of respite care is not considered a separate admission.

D. Each facility shall provide documentation showing proof of contractual agreements or staff expertise to provide educational services, counseling services, psychological services, medical services, or any other services needed to serve the residents in accordance with the facility's program description as defined by the facility's criteria of admission.

##### 22 VAC 42-11-640. Maintenance of Residents' Records.

A. A separate written or automated case record shall be maintained for each resident. In addition, all correspondence and documents received by the facility relating to the care of that resident should be maintained as part of the case record. A separate health record may be kept on each resident.

B. Each case record and health record shall be kept up to date and in a uniform manner.

C. The provider shall develop and implement written policies

and procedures for management of all records, written and automated, that shall describe confidentiality, accessibility, security, and retention of records pertaining to residents, including:

1. Access, duplication, dissemination, and acquiring of information only to persons legally authorized according to federal and state laws;

2. Facilities using automated records shall address procedures which include:

- a. How records are protected from unauthorized access;

- b. How records are protected from unauthorized Internet access;

- c. How records are protected from loss;

- d. How records are protected from unauthorized alteration; and

- e. How records are backed up;

3. Security measures to protect records from loss, unauthorized alteration, inadvertent or unauthorized access, disclosure of information and transportation of records between service sites;

4. Designation of person responsible for records management; and

5. Disposition of records in the event the facility ceases to operate.

D. The policy shall specify what information is available to the resident.

E. Active and closed records shall be kept in areas which are accessible to authorized staff and protected from unauthorized access, fire, and flood.

1. When not in use written records shall be stored in a metal file cabinet or other metal compartment.

2. Facility staff shall assure the confidentiality of the residents' records by placing them in a locked cabinet or drawer or in a locked room when the staff member is not present.

F. Each resident's written case and health records shall be stored separately subsequent to the resident's discharge according to applicable statutes and regulations.

G. Written and automated records shall be retained in their entirety for a minimum of three years after the date of discharge unless otherwise specified by state or federal requirements.

H. The face sheet shall be retained permanently unless otherwise specified by state or federal requirements.

## 22 VAC 42-11-650. Interstate Compact on the Placement of Children.

A. Documentation of the prior approval of the administrator of the Virginia Interstate Compact on the Placement of Children, Virginia Department of Social Services, shall be retained in the record of each resident admitted from outside Virginia. The requirements of this section shall not apply to a facility providing documentation that the administrator of the Virginia interstate compact has determined the facility is statutorily exempt from the compact's provisions.

B. Documentation that the provider has sent copies of all serious incident reports regarding any child placed through the Interstate Compact to the administrator of the Virginia Interstate Compact on the Placement of Children shall be kept in the resident's record.

C. No later than five days after a resident has been transferred to another facility operated by the same sponsor, the resident's record shall contain documentation that the administrator of the Virginia Interstate Compact on the Placement of Children was notified in writing of the resident's transfer.

D. No later than 10 days after discharge the resident's record shall contain documentation that the administrator of the Virginia Interstate Compact on the Placement of Children was notified in writing of the discharge.

E. The provider shall not discharge or send out-of-state youth in the custody of out-of-state social services agencies and courts to reside with a parent, relative, or other individual who lives in Virginia without the approval of the administrator of the Virginia Interstate Compact on the Placement of Children.

22 VAC 42-11-660. Participation of Residents in Human Research.

The provider shall:

1. Implement a written policy stating that residents will not be used as subjects of human research; or
2. Document approval, as required by the regulatory authorities, for each research project using residents as subjects of human research.

22 VAC 42-11-670. Emergency and Self-Admissions.

Providers accepting emergency or self-admissions shall:

1. Develop and implement written policies and procedures governing such admissions which shall include procedures to make and document prompt efforts to obtain (i) a written placement agreement signed by the legal guardian or (ii) the order of a court of competent jurisdiction;
2. Place in each resident's record the order of a court of competent jurisdiction, a written request for care, or documentation of an oral request for care; and justification of why the resident is to be admitted on an emergency basis; and
3. Clearly document in written assessment information gathered for the emergency admission that the individual meets the facility's criteria for admission.

22 VAC 42-11-680. Application for Admission.

A. Admission shall be based on evaluation of an application for admission. The requirements of this section do not apply to court ordered placements or transfer of a resident between residential facilities located in Virginia and operated by the same sponsor.

B. Providers shall develop, and fully complete prior to acceptance for care, an application for admission which is designed to compile information necessary to determine:

1. The educational needs of the prospective resident;
2. The mental health, emotional, and psychological needs of the

prospective resident;

3. The physical health needs, including the immunization needs, of the prospective resident;

4. The protection needs of the prospective resident;

5. The suitability of the prospective resident's admission;

6. The behavior support needs of the prospective resident; and

7. Information necessary to develop a service plan and a behavior support plan.

C. The resident's record shall contain a completed application for admission at the time of a routine admission or within 30 days after an emergency admission.

D. Each facility shall develop and implement written policies and procedures to assess each prospective resident as part of the application process to ensure that:

1. The needs of the prospective resident can be addressed by the facility's services;

2. The facility's staff are trained to meet the prospective resident's needs; and

3. The admission of the prospective resident would not pose any significant risk to (i) the prospective resident or (ii) the facility's residents or staff.

#### 22 VAC 42-11-690. Written Placement Agreement.

A. The facility, except a facility which accepts admission only upon receipt of the order of a court of competent jurisdiction, shall develop a written placement agreement which:

1. Authorizes the resident's placement;

2. Addresses acquisition of and consent for any medical treatment needed by the resident;

3. Addresses the rights and responsibilities of each party involved;

4. Addresses financial responsibility for the placement;

5. Addresses visitation with the resident; and

6. Addresses the education plan for the resident and the responsibilities of all parties.

B. Each resident's record shall contain, prior to a routine admission, a completed placement agreement signed by a facility representative and the legal guardian or placing agency, except as permitted for temporary emergency shelters pursuant to § 63.2-1817 of the *Code of Virginia*.

C. The record of each person admitted based on a court order shall contain a copy of the court order.

#### 22 VAC 42-11-700. Face Sheet.

A. At the time of admission, each resident's record shall include a completed face sheet which contains (i) the resident's full name, last known residence, birth date, birthplace, gender, race, social security number or other unique identifier, religious preference, and admission date; and (ii) names, addresses, and telephone numbers of the resident's legal guardians, placing agency, and emergency contacts.

B. Information shall be updated when changes occur.

C. The face sheet for pregnant teens shall also include the expected date of delivery and the name of the hospital to provide delivery services to the resident.

D. The face sheet of residents who are transferred to facilities operated by the same sponsor shall indicate the address and dates of placement and transfer at each location.

E. At the time of discharge the following information shall be added to the face sheet:

1. Date of discharge;
  2. Reason for discharge;
  3. Names and addresses of persons to whom the resident was discharged; and
- Forwarding address of the resident, if known.

22 VAC 42-11-710. Initial Objectives and Strategies.

Within three days following admission, individualized, measurable objectives and strategies for the first 30 days shall be developed, distributed to affected staff and the resident, and placed in the resident's record. The objectives and strategies shall be based on the reasons for admitting the resident. The requirements of this section do not apply to secure detention facilities, except when a juvenile is confined in post-dispositional detention.

22 VAC 42-11-720. Service Plan/Quarterly reports.

A. An individualized service plan shall be developed and placed in the resident's record within 30 days following admission and implemented immediately thereafter.

B. Individual-ized service plans shall describe in measurable terms the:

1. Strengths and needs of the resident;
2. Resident's current level of functioning;
3. Goals, objectives and strategies established for the resident;
4. Projected family involvement;
5. Projected date for accomplishing each objective; and
6. Status of the projected discharge plan and estimated length of stay except that this requirement shall not apply to a facility which discharges only upon receipt of the order of a court of competent jurisdiction.

C. The initial service plan shall be reviewed within 60 days of the initial plan and within each 90 day period thereafter and revised as necessary.

D. The provider shall develop and implement written policies and procedures to document progress of the resident towards meeting goals and objectives of the service plan which shall include the:

Format;  
Frequency; and  
Person responsible.

E. There shall be a documented quarterly review of each resident's progress 60 days following the initial service plan and within each 90 day period thereafter and shall report the:

1. Resident's progress toward meeting the plan's objectives;
2. Family's involvement;
3. Continuing needs of the resident;
4. Resident's progress towards discharge; and
5. Status of discharge planning.

F. Each plan and quarterly progress report shall include the date it was developed and the signature of the person who developed it.

G. Staff responsible for daily implementation of the resident's individualized service plan shall be able to describe the resident's behavior in terms of the objectives in the plan.

H. There shall be documentation showing the involvement of the following parties unless clearly inappropriate, in developing and updating the individualized service plan and in developing the quarterly progress report:

1. The resident;
2. The resident's family, legal guardian, or legally authorized representative;
3. The placing agency; and
4. Facility staff.

I. The initial individualized service plan, each update, and all quarterly progress reports shall be distributed to the resident; the resident's family, legal guardian, or legally authorized representative; the placing agency; and appropriate facility staff if allowed by federal guidelines and using all procedures as required by federal guidelines.

J. The requirements of this section do not apply to secure detention facilities except when a juvenile is confined in post-dispositional detention.

22 VAC 42-11-730. Resident Transfer Between Residential Facilities Located in Virginia and Operated by the Same Sponsor.

A. Except when transfer is ordered by a court of competent jurisdiction, the receiving provider shall document at the time of transfer:

1. Preparation through sharing information with the resident, the family and the placing agency about the facility, the staff, the population served, activities and criteria for admission;
2. Notification to the family, if appropriate; the resident, the placement agency and the legal guardian;
3. Receipt from the sending facility of a written summary of the resident's progress while at the facility, justification for the transfer, and the resident's current strengths and needs; and
4. Receipt of the resident's record.

B. The sending facility shall retain a copy of the face sheet and a written summary of the child's progress while at the facility and shall document the date of transfer and the name of the facility to which the resident has been transferred.

22 VAC 42-11-740. Discharge.

A. The provider shall have written criteria for discharge that shall

include:

1. Criteria for a resident's completing the program which are consistent with the facility's programs and services;
2. Conditions under which a resident may be discharged before completing the program; and
3. Procedures for assisting placing agencies in placing the residents should the facility cease operation.

B. The provider's criteria for discharge shall be accessible to prospective residents, legal guardians, and placing agencies.

C. The record of each resident discharged upon receipt of the order of a court of competent jurisdiction shall contain a copy of the court order.

D. Residents shall be discharged only to the legal guardian or legally authorized representative.

E. A facility approved to provide residential respite care shall discharge a resident when the legal guardian no longer intends to use the facility's services.

F. Information concerning current medications, need for continuing therapeutic interventions, educational status, and other items important to the resident's continuing care shall be provided to the legal guardian or legally authorized representative, as appropriate.

G. Unless discharge is ordered by a court of competent jurisdiction, prior to the planned discharge date, each resident's record shall contain:

1. Documentation that discharge has been planned and discussed with the parent, legal guardian, child placing agency, and resident; and
2. A written discharge plan.

H. Discharge summaries.

No later than 30 days after discharge, a comprehensive discharge summary shall be placed in the resident's record and sent to the persons or agency which made the placement. The discharge summary shall review:

- a. Services provided to the resident;
- b. The resident's progress toward meeting service plan objectives;
- c. The resident's continuing needs and recommendations, if any, for further services and care;
- d. Reasons for discharge and names of persons to whom resident was discharged;
- e. Dates of admission and discharge; and
- f. Date the discharge summary was prepared and the signature of the person preparing it.

2. In lieu of a comprehensive discharge summary, the record of each resident discharged upon receipt of the order of a court of competent jurisdiction shall contain a copy of the court order.

#### 22 VAC 42-11-750. Placement of Residents Outside the Facility.

A resident shall not be placed outside the facility prior to the facility's obtaining a child-placing agency license from the Department of Social Services except as permitted by statute or by

order of a court of competent jurisdiction.

22 VAC 42-11-760. Case Management Services.

A. The program of the facility, except a secure detention facility in which juveniles are not confined with a suspended commitment to the Department of Juvenile Justice, shall be designed to provide case management services which address:

1. Helping the resident and the parents or legal guardian to understand the effects on the resident of separation from the family and the effect of group living;
2. Assisting the resident and the family to maintain their relationships and prepare for the resident's future care;
3. Utilizing appropriate community resources to provide services and maintain contacts with such resources;
4. Helping the resident strengthen his capacity to function productively in interpersonal relationships;
5. Conferring with the child care staff to help them understand the resident's needs in order to promote adjustment to group living; and
6. Working with the resident and with the family or any placing agency that may be involved in planning for the resident's future and in preparing the resident for the return home or to another family, for independent living, or for other residential care.

B. The provision of case management services shall be documented in each resident's record.

22 VAC 42-11-770. Therapy.

Therapy, if provided, shall be provided by an individual (i) licensed as a therapist by the Department of Health Professions or (ii) who is licensure eligible and working under the supervision of a licensed therapist, unless exempted from these requirements under the *Code of Virginia*.

22 VAC 42-11-780. Structured Program of Care.

A. There shall be evidence of a structured program of care designed to:

1. Meet the residents' physical and emotional needs;
2. Provide protection, guidance, and supervision; and
3. Meet the objectives of any required service plan.

B. There shall be evidence of a structured daily routine designed to ensure the delivery of program services.

C. A daily communication log shall be maintained to inform staff of significant happenings or problems experienced by residents.

D. Health and dental complaints and injuries shall be recorded and shall include the (i) resident's name, complaint, and affected area and (ii) time of the complaint.

E. The identity of the individual making each entry in the daily activity log shall be recorded.

F. Routines shall be planned to ensure that each resident receives the amount of sleep and rest appropriate for his age and physical

condition.

G. Staff shall promote good personal hygiene of residents by monitoring and supervising hygiene practices each day and by providing instruction when needed.

H. The structured daily routine shall comply with any facility and locally imposed curfews.

22 VAC 42-11-790. Health Care Procedures.

A. The provider shall have and implement written procedures for promptly:

1. Providing or arranging for the provision of medical and dental services for health problems identified at admission;
2. Providing or arranging for the provision of routine ongoing and follow-up medical and dental services after admission;
3. Providing emergency services for each resident as provided by statute or by the agreement with the resident's legal guardian;
4. Providing emergency services for any resident experiencing or showing signs of suicidal or homicidal thoughts, symptoms of mood or thought disorders, or other mental health problems; and
5. Ensuring that the required information in 22 VAC 42-11-790. B is accessible and up-to-date.

B. The following written information concerning each resident shall be readily accessible to staff who may have to respond to a medical or dental emergency:

1. Name, address, and telephone number of the physician and dentist to be notified;
2. Name, address, and telephone number of a relative or other person to be notified;
3. Medical insurance company name and policy number or Medicaid number;
4. Information concerning:
  - a. Use of medication;
  - b. All allergies, including medication allergies;
  - c. Substance abuse and use; and
  - d. Significant past and present medical problems;
5. Written permission for emergency medical care, dental care, and obtaining immunizations or a procedure and contacts for obtaining consent; and
6. Subsections 3 and 5 do not apply to secure detention facilities except when a resident is confined in post-dispositional detention.

C. Facilities approved to provide respite care shall update the information required by subsection B of this section at the time of each stay at the facility.

22 VAC 42-11-800. Medical Examinations and Treatment.

A. Each child accepted for care shall have a physical examination by or under the direction of a licensed physician no earlier than 90 days prior to admission to the facility or no later than seven days following admission except (i) the report of an examination within the preceding 12 months shall be acceptable if a child transfers from one residential facility licensed or certified by a state agency to

another, (ii) a physical examination shall be conducted within 30 days following an emergency admission if a report of physical examination is not available, and (iii) this requirement does not apply if a child is admitted to a secure detention facility or to a temporary care facility.

B. At the time of placement, except for secure detention and emergency placements, each resident shall have had a screening assessment for tuberculosis as evidenced by the completion of a screening form containing, at a minimum, the elements found on current screening form published by the Virginia Department of Health. The screening assessment can be no older than 30 days. Secure detention and emergency placements shall have completed the screening assessment on each resident within five days of placement.

C. A screening assessment for tuberculosis shall be completed annually on each resident as evidenced by the completion of a form containing, at a minimum, the elements of the screening form published by the Virginia Department of Health.

D. Each resident's health record shall include written documentation of (i) the initial physical examination, (ii) an annual physical examination by or under the direction of a licensed physician including any recommendation for follow up care, and (iii) documentation of the provision of follow-up medical care recommended by the physician or as indicated by the needs of the resident.

E. Each physical examination report shall include:

1. Information necessary to determine the health and immunization needs of the resident, including:

- a. Immunizations administered at the time of the exam;
- b. Vision exam;
- c. Hearing exam;
- d. General physical condition, including documentation of apparent freedom from communicable disease including tuberculosis;
- e. Allergies, chronic conditions, and handicaps, if any;
- f. Nutritional requirements, including special diets, if any;
- g. Restrictions on physical activities, if any; and
- h. Recommendations for further treatment, immunizations, and other examinations indicated;

2. Date of the physical examination; and

3. Signature of a licensed physician, the physician's designee, or an official of a local health department.

F. A child with a communicable disease shall not be admitted unless a licensed physician certifies that:

1. The facility is capable of providing care to the child without jeopardizing residents and staff; and

2. The facility is aware of the required treatment for the child and the procedures to protect residents and staff.

The requirements of this subsection shall not apply to temporary shelters and secure detention facilities.

G. Each resident's health record shall include written documentation of (i) an annual examination by a licensed dentist and (ii) documentation of follow-up dental care recommended by the dentist or as indicated by the needs of the resident. This requirement does not apply to secure detention facilities, temporary care facilities, and

respite care facilities.

H. Each resident's health record shall include notations of health and dental complaints and injuries and shall summarize symptoms and treatment given.

I. Each resident's health record shall include, or document the facility's efforts to obtain, treatment summaries of ongoing psychiatric or other mental health treatment and reports, if applicable. This subsection does not apply to secure detention facilities except when a juvenile is confined in detention with a suspended commitment to the Department of Juvenile Justice.

J. The provider shall develop and implement written policies and procedures, which include use of universal precautions and addresses communicable and contagious medical conditions. These policies and procedures shall be approved by a medical professional.

K. A well stocked first-aid kit shall be maintained and readily accessible for minor injuries and medical emergencies.

22 VAC 42-11-810. Medication.

A. All medication shall be securely locked and properly labeled.

B. All staff responsible for medication administration shall have successfully completed a medication training program approved by the Board of Nursing or be licensed by the Commonwealth of Virginia to administer medications before they can administer medication.

C. Staff authorized to administer medication shall be informed of any known side effects of the medication and the symptoms of the effects.

D. A program of medication, including over-the-counter medication, shall be initiated for a resident only when prescribed in writing by a person authorized by law to prescribe medication.

E. Medication prescribed by a person authorized by law shall be administered as prescribed.

F. A medication administration record shall be maintained of all medicines received by each resident and shall include:

1. Date the medication was prescribed;
2. Drug name;
3. Schedule for administration;
4. Strength;
5. Route;
6. Actual time administered;
7. Identity of the individual who administered the medication; and
8. Dates the medication was discontinued or changed.

G. In the event of a medication error or an adverse drug reaction, first aid shall be administered, if indicated. Staff shall promptly contact a poison control center, pharmacist, nurse, or physician and shall take actions as directed. If the situation is not addressed in standing orders, the attending physician shall be notified as soon as possible and the actions taken by staff shall be documented.

H. Medication refusals shall be documented including action taken by staff. The prescribing professional shall be contacted unless the refusal is addressed in standing orders.

I. The provider shall develop and implement written policies and procedures for documenting medication errors, reviewing medication errors and reactions and making any necessary improvements, the disposal of medication, the storage of controlled substances, and the distribution of medication off campus. The policy and procedures must be approved by a health care professional. The provider shall keep documentation of this approval.

J. The telephone number of a regional poison control center and other emergency numbers shall be posted on or next to each nonpay telephone that has access to an outside line in each building in which children sleep or participate in programs.

K. Syringes and other medical implements used for injecting or cutting skin shall be locked.

22 VAC 42-11-820. Nutrition.

A. Each resident shall be provided a daily diet which (i) consists of at least three nutritionally balanced meals and an evening snack, (ii) includes an adequate variety and quantity of food for the age of the resident, and (iii) meets minimum nutritional requirements and the U.S. Dietary Guidelines.

B. Menus of actual meals served shall be kept on file for at least six months.

C. Special diets shall be provided when prescribed by a physician and the established religious dietary practices of the resident shall be observed.

D. Staff who eat in the presence of the residents shall be served the same meals as the residents unless a special diet has been prescribed by a physician for the staff or residents or the staff or residents are observing established religious dietary practices.

E. There shall not be more than 15 hours between the evening meal and breakfast the following day.

Providers shall assure that food is available to residents who wish to eat breakfast before the 15 hours have expired.

G. Providers shall receive approval from their regulatory authority if they wish to extend the time between meals on weekends and holidays. There shall never be more than 17 hours between the evening meal and breakfast the following day on weekends and holidays.

22 VAC 42-11-830. Staff Supervision of Residents.

A. No member of the child care staff shall be on duty more than six consecutive days without a rest day, except in an emergency.

B. Child care staff shall have an average of at least two rest days

per week in any four-week period. Rest days shall be in addition to vacation time and holidays.

C. Child care staff other than live in staff shall not be on duty more than 16 consecutive hours, except in an emergency.

D. There shall be at least one trained child care worker, on duty and actively supervising residents at all times that one or more residents are present.

E. Whenever children are being supervised by staff there shall be at least one staff person present with a current basic certificate in standard first aid and a current certificate in cardiopulmonary resuscitation issued by the American Red Cross or other recognized authority.

F. Supervision Policies

1. The provider shall develop and implement written policies and procedures which address staff supervision of children including contingency plans for resident illnesses, emergencies, off campus activities, and resident preferences. These policies and procedures shall be based on the:

- a. Needs of the population served;
- b. Types of services offered;
- c. Qualifications of staff on duty; and
- d. Number of residents served.

2. At all times the ratio of staff to residents shall be at least one staff to eight residents for facilities during the hours residents are awake except when the lead regulatory agency has approved or required a supervision plan with a different ratio based on the needs of the population served.

3. Providers requesting a ratio that allows a higher number of

residents to be supervised by one staff person than was approved or required shall submit a justification to the lead regulatory agency which shall include:

- a. Why resident care will not be adversely affected and
- b. How residents' needs will be met, on an individual as well as group basis.

4. Written policies and procedures governing supervision of residents and any justifications for a ratio deviation that allows a higher number of residents to be supervised by one staff than was approved or required, shall be reviewed and approved by the regulatory authority prior to implementation.

5. The supervision policies or a summary of the policies shall be provided, upon request, to the placing agency or legal guardian prior to placement.

6. The Board of Juvenile Justice shall determine the supervision ratios for facilities regulated by the Department of Juvenile Justice.

22 VAC 42-11-840. Emergency Telephone Numbers.

A. There shall be an emergency telephone number where a staff person may be immediately contacted 24 hours a day.

B. Residents who are away from the facility and the adults responsible for their care during the absence shall be furnished with the emergency phone number.

22 VAC 42-11-850. Searches.

A. Strip searches and body cavity searches are prohibited except:

1. As permitted by other applicable state regulations; or
2. As ordered by a court of competent jurisdiction.

B. A provider that does not conduct pat downs shall have a written policy prohibiting them.

C. A provider that conducts pat downs shall develop and implement written policies and procedures governing them which shall provide that:

1. Pat downs shall be limited to instances where they are necessary to prohibit contraband;
2. Pat downs shall be conducted by personnel of the same gender as the resident being searched;
3. Pat downs shall be conducted only by personnel who are specifically authorized to conduct searches by the written policies and procedures; and
4. Pat downs shall be conducted in such a way as to protect the subject's dignity and in the presence of one or more witnesses.

22 VAC 42-11-860. Behavior Support.

A. Within 30 days of admission, the provider shall develop and implement a written behavior support plan that allows the resident to self-manage his own behaviors. Each individualized plan shall include:

1. Identification of positive and problem behavior;
2. Identification of triggers for behaviors;
3. Identification of successful intervention strategies for problem behavior;
4. Techniques for managing anger and anxiety; and
5. Identification of interventions that may escalate inappropriate behaviors.

B. Individualized behavior support plans shall be developed in consultation with the:

1. Resident;
2. Legal guardian;
3. Resident's parents, if applicable;
4. Program director;
5. Placing agency staff; and
6. Other applicable individuals.

C. Prior to working alone with an assigned resident each staff member shall demonstrate knowledge and understanding of that resident's behavior support plan.

22 VAC 42-11-870. Timeout.

A. The provider shall develop and implement written policies and procedures governing the conditions under which a resident may be placed in timeout and the maximum period of timeout. The conditions and maximum period of timeout shall be based on the resident's chronological and developmental level.

B. The area in which a resident is placed shall not be locked nor the door secured in a manner that prevents the resident from opening it, except that this subsection does not apply to secure custody facilities.

C. A resident in timeout shall be able to communicate with staff.

D. Staff shall check on the resident in the timeout area at least every 15 minutes and more often depending on the nature of the resident's disability, condition, and behavior.

E. Use of timeout and staff checks on the residents shall be documented.

#### 22 VAC 42-11-880. Prohibitions.

The following actions are prohibited:

1. Deprivation of drinking water or food necessary to meet a resident's daily nutritional needs, except as ordered by a licensed physician for a legitimate medical purpose and documented in the resident's record;

2. Limitation on contacts and visits with the resident's attorney, a probation officer, regulators, or placing agency representative;

3. Bans on contacts and visits with family or legal guardians except as permitted by other applicable state regulations or by order of a court of competent jurisdiction;

4. Delay or withholding of incoming or outgoing mail, except as permitted by other applicable state and federal regulations or by order of a court of competent jurisdiction;

5. Any action which is humiliating, degrading, or abusive;

6. Corporal punishment;

7. Subjection to unsanitary living conditions;

8. Deprivation of opportunities for bathing or access to toilet facilities, except as ordered by a licensed physician for a legitimate medical purpose and documented in the resident's record;

9. Deprivation of health care;

10. Deprivation of appropriate services and treatment;

11. Application of aversive stimuli, except as permitted pursuant to other applicable state regulations;

12. Administration of laxatives, enemas, or emetics, except as ordered by a licensed physician or poison control center for a legitimate medical purpose and documented in the resident's record;

13. Deprivation of opportunities for sleep or rest, except as ordered by a licensed physician for a legitimate medical purpose and documented in the resident's record; and

14. Limitation on contacts and visits with advocates employed by the Department of Mental Health, Mental Retardation and Substance Abuse Services or the Virginia Office of Protection and Advocacy.

#### 22 VAC 42-11-890. Pharmacological or Mechanical Restraints.

A. Use of mechanical restraints is prohibited except, as permitted by other applicable state regulations or as ordered by a court of competent jurisdiction.

B. Use of pharmacological restraints is prohibited.

22 VAC 42-11-900. Behavioral Interventions.

The provider shall develop and implement written policies and procedures for behavioral interventions and for documenting and monitoring the management of resident behavior. Rules of conduct shall be included in the written policies and procedures. These policies and procedures shall:

Define and list techniques that are used and available for use in the order of their relative degree of restrictiveness;

Specify the staff members who may authorize the use of each technique; and  
Specify the processes for implementing such policies and procedures

B. Written information concerning the policies and procedures of the provider's behavioral support and intervention programs shall be provided prior to admission to prospective residents, legal guardians, and placing agencies. For court ordered and emergency admissions, this information shall be provided to:

1. Residents within 12 hours following admission;
2. Placing agencies within 72 hours following the resident's admission; and
3. Legal guardians within 72 hours following the resident's admission, except that this requirement does not apply:
  - a. To secure detention facilities except when a juvenile is confined in post-dispositional;
  - b. When a facility is providing temporary care of 30 days or less while conducting a diagnostic evaluation to identify the most appropriate long-term placement for a child who has been committed to the Department of Juvenile Justice; and
  - c. When a state mental hospital is evaluating a child's treatment needs as provided by the *Code of Virginia*.

C. When substantive revisions are made to policies and procedures governing management of resident behavior, written information concerning the revisions shall be provided to:

1. Residents prior to implementation and
2. Legal guardians and placing agencies prior to implementation except that this requirement does not apply:
  - a. To secure detention facilities;
  - b. When a facility is providing temporary care of 30 days or less while conducting a diagnostic evaluation to identify the most appropriate long-term placement for a child who has been committed to the Department of Juvenile Justice; and
  - c. When a state mental hospital is evaluating a child's treatment needs as provided by the *Code of Virginia*.

D. The provider shall develop and implement written policies and procedures governing use of physical restraint which shall include:

1. The staff position who will write the report and timeframe;
2. The staff position who will review the report and timeframe; and
3. Methods to be followed should physical restraint, less intrusive interventions, or measures permitted by other applicable state regulations prove unsuccessful in calming and moderating the

resident's behavior.

E. All physical restraints shall be reviewed and evaluated to plan for continued staff development for performance improvement.

F. Use of physical restraint shall be limited to that which is minimally necessary to protect the resident or others.

G. Trained staff members may physically restrain a resident only after less restrictive interventions have failed or when failure to restrain would result in harm to the resident or others.

H. Only trained staff members may manage resident behavior.

I. Each application of physical restraint shall be fully documented in the resident's record including:

1. Date;
2. Time;
3. Staff involved;
4. Justification for the restraint;
5. Less restrictive interventions which were unsuccessfully attempted prior to using physical restraint;
6. Duration;
7. Description of method or methods of physical restraint techniques used;
8. Signature of the person completing the report and date; and
9. Reviewer's signature and date.

J. Providers shall ensure that restraint may only be implemented, monitored, and discontinued by staff who have been trained in the proper and safe use of restraint, including hands-on techniques, if applicable, by an individual experienced in training staff in the management of behavior for the population served.

K. The provider shall review the facility's behavior intervention techniques and policies and procedures at least annually to determine appropriateness for the population served.

L. Anytime children are present staff must be present who have completed all trainings in behavior intervention.

#### 22 VAC 42-11-910. Seclusion.

Seclusion is allowed only as permitted by other applicable state regulations.

#### 22 VAC 42-11-920. Education.

Each resident of compulsory school attendance age shall be enrolled, as provided in the *Code of Virginia*, in an appropriate educational program within five school business days. Documentation of the enrollment process shall be kept in the resident's record.

B. The provider shall ensure that educational guidance and counseling in selecting courses is provided for each resident and shall ensure that education is an integral part of the resident's total program.

C. Providers operating educational programs for children with disabilities shall operate those programs in compliance with applicable state and federal statutes and regulations.

D. When a child with disabilities has been placed in a residential facility without the knowledge of school division personnel in the resident's home locality, the facility shall contact the division superintendent in that locality in order to effect compliance with applicable state and federal requirements relative to the education of children with disabilities. Documentation regarding the contact with the resident's home school locality shall be kept in the resident's record.

E. A provider that has an academic or vocational program that is not certified or approved by the Department of Education shall document that teachers meet the qualifications to teach the same subjects in the public schools.

F. Each provider shall develop and implement written policies and procedures to ensure that each resident has adequate study time.

22 VAC 42-11-930. Religion.

A. The provider shall have and implement written policies regarding opportunities for residents to participate in religious activities.

B. The provider's policies on religious participation shall be available to residents and any individual or agency considering placement of a child in the facility.

C. Residents shall not be coerced to participate in religious activities.

22 VAC 42-11-940. Recreation.

A. The provider shall have a written description of its recreation program which describes activities which are consistent with the facility's total program and with the ages, developmental levels, interests, and needs of the residents that includes:

1. Opportunities for individual and group activities;
2. Free time for residents to pursue personal interests which shall be in addition to a formal recreation program except this subdivision does not apply to secure custody facilities;
3. Use of available community recreational resources and facilities except this subdivision does not apply to secure custody facilities;
4. Scheduling of activities so that they do not conflict with meals, religious services, educational programs or other regular events; and
5. Regularly scheduled indoor and outdoor recreational activities that are structured to develop skills and attitudes.

B. The provider shall develop and implement written policies and procedures to ensure the safety of residents participating in recreational activities that include:

1. How activities will be directed and supervised by individuals knowledgeable in the safeguards required for the activities;
2. How residents are assessed for suitability for an activity and the supervision provided; and

3. How safeguards for water related activities will be provided including ensuring that a certified life guard supervises all swimming activities.

C. For all overnight recreational trips away from the facility the provider shall document trip planning to include:

1. A supervision plan for the entire duration of the activity including awake and sleeping hours;
2. Plan for safekeeping and distribution of medication;
3. Overall emergency, safety, and communication plan for the activity including emergency numbers of facility administration;
4. Staff training and experience requirements for each activity;
5. Resident preparation for each activity;
6. Plan to ensure that all necessary equipment for the activity is in good repair and appropriate for the activity;
7. Trip schedule giving addresses and phone numbers of locations to be visited and how the location was chosen/evaluated;
8. Plan to evaluate residents' physical health throughout the activity and to ensure that the activity is conducted within the boundaries of the resident's capabilities, dignity, and respect for self-determination;
9. Plan to ensure that a certified life guard supervises all swimming activities in which residents participate; and
10. Documentation of any variations from trip plans and reason; and reason for the variation.

D. All overnight out-of-state or out-of-country recreational trips require written permission from each resident's legal guardian. Documentation of the written permission shall be kept in the resident's record.

#### 22 VAC 42-11-950. Community Relationships.

A. Opportunities shall be provided for the residents to participate in activities and to utilize resources in the community, except this section does not apply to secure custody facilities.

B. The provider shall develop and implement written policies and procedures for evaluating persons or organizations in the community who wish to associate with residents on the premises or take residents off the premises. The procedures shall cover how the facility will determine if participation in such community activities or programs would be in the residents' best interest.

C. Each facility shall have a staff community liaison who shall be responsible for facilitating cooperative relationships with neighbors, the school system, local law enforcement, local government officials, and the community at large.

D. Each provider shall develop and implement written policies and procedures for promoting positive relationships with the neighbors that shall be approved by the regulatory authority.

#### 22 VAC 42-11-960. Clothing.

A. Provision shall be made for each resident to have an adequate supply of clean, comfortable, and well-fitting clothes and shoes for

indoor and outdoor wear.

B. Clothes and shoes shall be similar in style to those generally worn by children of the same age in the community who are engaged in similar activities, except this requirement does not apply to secure custody facilities.

C. Residents shall have the opportunity to participate in the selection of their clothing, except this requirement does not apply to secure custody facilities.

D. Residents shall be allowed to take personal clothing when leaving the facility.

22 VAC 42-11-970. Allowances and Spending Money.

A. The provider shall provide opportunities appropriate to the ages and developmental levels of the residents for learning the value and use of money, except this requirement does not apply to secure detention facilities.

B. There shall be a written policy regarding allowances which shall be made available to legal guardians at the time of admission, except that this requirement does not apply to secure detention facilities.

C. The provider shall develop and implement written policies for safekeeping and for recordkeeping of any money that belongs to residents.

A resident's funds, including any allowance or earnings, shall be used for the resident's benefit.

22 VAC 42-11-980. Work and Employment.

A. Assignment of chores, which are paid or unpaid work assignments, shall be in accordance with the age, health, ability, and service plan of the resident.

B. Chores shall not interfere with school programs, study periods, meals, or sleep.

C. Work assignments or employment outside the facility, including reasonable rates of pay, shall be approved by the program director with the knowledge and consent of the legal guardian, except this requirement does not apply to secure detention facilities.

D. In both work assignments and employment, the program director shall evaluate the appropriateness of the work and the fairness of the pay.

22 VAC 42-11-990. Visitation at the Facility and to the Resident's Home.

A. The provider shall have and implement written visitation policies and procedures which allow reasonable visiting privileges and flexible visiting hours, except as permitted by other applicable state regulations.

B. Copies of the written visitation policies and procedures shall be made available to the parents, when appropriate, legal guardians, the resident, and other interested persons important to the resident no later than the time of admission except that when parents or legal guardians do not participate in the admission process, visitation policies and procedures shall be mailed to them within 24 hours after admission.

C. In secure detention, except when a juvenile is confined in post-dispositional detention, and temporary care facilities, written visitation policies and procedures shall be provided upon request to parents, legal guardians, residents, and other interested persons important to the residents.

22 VAC 42-11-1000. Resident Visitation at the Homes of Staff.

If a provider permits staff to take residents to the staff's home, the facility must receive written permission of the resident's legal guardian or placing agency before the visit occurs. The written permission shall be kept in the resident's record.

22 VAC 42-11-1010. Vehicles and Power Equipment.

A. Transportation provided for or used by children shall comply with local, state, and federal laws relating to:

1. Vehicle safety and maintenance;
2. Licensure of vehicles;
3. Licensure of drivers; and
4. Child passenger safety, including requiring children to wear appropriate seat belts or restraints for the vehicle in which they are being transported.

B. There shall be written safety rules which shall include taking head counts at each stop, which are appropriate to the population served, for transportation of children.

C. The provider shall develop and implement written safety rules for use and maintenance of vehicles and power equipment.

22 VAC 42-11-1020. Reports to Court.

When the provider has received legal custody of a child pursuant to the *Code of Virginia*, copies of any foster care plans submitted to the court shall be placed in the resident's record.

22 VAC 42-11-1030. Serious Incident Reports.

A. Any serious incident, accident or injury to the resident; any overnight absence from the facility without permission; any runaway; and any other unexplained absence shall be reported within 24 hours: (i) to the placing agency, (ii) to either the parent or legal guardian, or both as appropriate and (iii) noted in the resident's record.

B. The provider shall document the following:

1. The date and time the incident occurred;
2. A brief description of the incident;
3. The action taken as a result of the incident;

4. The name of the person who completed the report;
5. The name of the person who made the report to the placing agency and to either the parent or legal guardian; and
6. The name of the person to whom the report was made.

C. The provider shall notify the regulatory authority within 24 hours of any serious illness or injury, any death of a resident, and all other situations as required by the regulatory authority. Such reports shall include:

1. The date and time the incident occurred;
2. A brief description of the incident;
3. The action taken as a result of the incident;
4. The name of the person who completed the report;
5. The name of the person who made the report to the placing agency and to either the parent or legal guardian; and
6. The name of the person to whom the report was made.

22 VAC 42-11-1040. Suspected Child Abuse or Neglect.

A. Written policies and procedures related to child abuse and neglect shall be distributed to all staff members. These shall include procedures for:

1. Handling accusations against staff; and
2. Promptly referring, consistent with requirements of the *Code of Virginia*, suspected cases of child abuse and neglect to the local child protective services unit and for cooperating with the unit during any investigation.

B. Any case of suspected child abuse or neglect shall be reported to the local child protective services unit as required by the *Code of Virginia*.

C. Any case of suspected child abuse or neglect occurring at the facility, on a facility-sponsored event or excursion, or involving facility staff shall be reported immediately (i) to the regulatory authority and placing agency and (ii) to either the resident's parent or legal guardian, or both, as appropriate.

D. When a case of suspected child abuse or neglect is reported to child protective services, the resident's record shall include:

1. The date and time the suspected abuse or neglect occurred;
2. A description of the suspected abuse or neglect;
3. Action taken as a result of the suspected abuse or neglect; and
4. The name of the person to whom the report was made at the local child protective services unit.

22 VAC 42-11-1050. Grievance Procedures.

A. The provider shall develop and implement written policies and procedures governing the handling of grievances by residents. If not addressed by other applicable standards, the policies and procedures shall:

Be written in clear and simple language;

2. Be communicated to the residents in an age or developmentally appropriate manner;
3. Be posted in an area easily accessible to residents and their parents and legal guardians;

4. Ensure that any grievance shall be investigated by an objective employee who is not the subject of the grievance; and
5. Require continuous monitoring by the provider of any grievance to assure there is no retaliation or threat of retaliation against the child.

B. All documentation regarding grievances shall be kept on file at the facility for three years unless other regulations require a longer retention period.

## PART V DISASTER OR EMERGENCY PLANNING

### 22 VAC 42-11-1060. Emergency and Evacuation Procedures.

- A. The provider shall develop a written emergency preparedness and response plan for all locations. The plan shall address:
1. Documentation of contact with the local emergency coordinator to determine local disaster risks and communitywide plans to address different disasters and emergency situations;
  2. Analysis of the provider's capabilities and potential hazards, including natural disasters, severe weather, fire, flooding, work place violence or terrorism, missing persons, severe injuries, or other emergencies that would disrupt the normal course of service delivery;
  3. Written emergency management policies outlining specific responsibilities for provision of administrative direction and management of response activities, coordination of logistics during the emergency, communications, life safety of employees, contractors, students, volunteers, visitors and residents, property protection, community outreach, and recovery and restoration;
  4. Written emergency response procedures for assessing the situation; protecting residents, employees, contractors, students, volunteers, visitors, equipment and vital records; and restoring services. Emergency procedures shall address:
    - a. Communicating with employees, contractors and community responders;
    - b. Warning and notification of residents;
    - c. Providing emergency access to secure areas and opening locked doors;
    - d. Conducting evacuations to emergency shelters or alternative sites and accounting for all residents;
    - e. Relocating residents, if necessary;
    - f. Notifying family members and legal guardians;
    - g. Alerting emergency personnel and sounding alarms;
    - h. Locating and shutting off utilities when necessary;
  5. Supporting documents that would be needed in an emergency, including emergency call lists, building and site maps necessary to shut off utilities, designated escape routes, and list of major resources such as local emergency shelters; and
  6. Schedule for testing the implementation of the plan and conducting emergency preparedness drills.

B. The provider shall develop emergency preparedness and response training for all employees, contractors, students, and volunteers which shall include responsibilities for:

1. Alerting emergency personnel and sounding alarms;
2. Implementing evacuation procedures, including evacuation of residents with special needs (i.e., deaf, blind, non-ambulatory);
3. Using, maintaining, and operating emergency equipment;
4. Accessing emergency information for residents including medical information; and
5. Utilizing community support services.

C. The provider shall document the review of the emergency preparedness plan annually and make necessary revisions. Such revisions shall be communicated to employees, contractors, students, and volunteers and incorporated into training for employees, contractors, students and volunteers and orientation of residents to services.

D. In the event of a disaster, fire, emergency or any other condition that may jeopardize the health, safety and welfare of residents, the provider shall take appropriate action to protect the health, safety and welfare of the residents and take appropriate action to remedy the conditions as soon as possible.

E. Employees, contractors, students, and volunteers shall be knowledgeable in and prepared to implement the emergency preparedness plan in the event of an emergency.

F. In the event of a disaster, fire, emergency, or any other condition that may jeopardize the health, safety and welfare of residents, the provider should first respond and stabilize the disaster/emergency. After the disaster/emergency is stabilized, the provider shall report the disaster/emergency to the parent or guardian and the placing agency as soon as possible of the conditions at the facility and report the disaster/emergency to the lead regulatory authority as soon as possible, but no later than 72 hours after the incident occurs.

G. Floor plans showing primary and secondary means of egress shall be posted on each floor in locations where they can easily be seen by staff and residents.

H. The procedures and responsibilities reflected in the emergency procedures shall be communicated to all residents within seven days following admission or a substantive change in the procedures.

I. At least one evacuation drill (the simulation of the facility's emergency procedures) shall be conducted each month in each building occupied by residents.

J. Evacuation drills shall include, at a minimum:

1. Sounding of emergency alarms;
2. Practice in evacuating buildings;
3. Practice in alerting emergency authorities;
4. Simulated use of emergency equipment; and
5. Practice in securing resident emergency information.

K. During any three consecutive calendar months, at least one evacuation drill shall be conducted during each shift.

L. A record shall be maintained for each evacuation drill and shall

include the following:

1. Buildings in which the drill was conducted;
2. Date and time of drill;
3. Amount of time to evacuate the buildings;
4. Specific problems encountered;
5. Staff tasks completed including:
  - a. Head count, and
  - b. Practice in notifying emergency authorities;
6. A summary; and
7. The name of the staff members responsible for conducting and documenting the drill and preparing the record.

M. The record for each evacuation drill shall be retained for three years after the drill.

N. The facility shall assign one staff member who shall ensure that all requirements regarding the emergency preparedness and response plan and the evacuation drill program are met.

## PART VI SPECIAL PROGRAMS

### 22 VAC 42-11-1070. Independent living programs

A. Each independent living program must demonstrate that a structured program using materials and curriculum, approved by the regulatory authority, is being used to teach independent living skills. The curriculum must include information regarding each of the following areas:

1. Money management and consumer awareness;
2. Food management;
3. Personal appearance;
4. Social skills;
5. Health/Sexuality;
6. Housekeeping;
7. Transportation;
8. Educational planning/career planning;
9. Job seeking skills;
10. Job maintenance skills;
11. Emergency and safety skills;
12. Knowledge of community resources;
13. Interpersonal skills/social relationships;
14. Legal skills;
15. Leisure activities; and
16. Housing.

B. Within 14 days of placement the provider must complete an assessment, including strengths and needs, of the resident's life skills using an independent living assessment tool approved by the regulatory agency. The assessment must cover the following areas:

1. Money management and consumer awareness;
2. Food management;
3. Personal appearance;
4. Social skills;
5. Health/Sexuality;
6. Housekeeping;
7. Transportation;
8. Educational planning/career planning;

9. Job seeking skills;
10. Job maintenance skills;
11. Emergency and safety skills;
12. Knowledge of community resources;
13. Interpersonal skills/social relationships;
14. Legal skills;
15. Leisure activities; and
16. Housing.

C. The resident's individualized service plan shall include, in addition to the requirements found in §22 VAC 42-11-630, goals, objectives, and strategies addressing each of the following areas, as applicable:

1. Money management and consumer awareness;
2. Food management;
3. Personal appearance;
4. Social skills;
5. Health/Sexuality;
6. Housekeeping;
7. Transportation;
8. Educational planning/career planning;
9. Job seeking skills;
10. Job maintenance skills;
11. Emergency and safety skills;
12. Knowledge of community resources;
13. Interpersonal skills/social relationships;
14. Legal skills;
15. Leisure activities; and
16. Housing.

D. Each independent living program shall develop and implement policies and procedures to train all direct care staff within 14 days of employment on the content of the independent living curriculum, the use of the independent living materials, the application of the assessment tool, and the documentation methods used. Documentation of the orientation will be kept in the employee's staff record.

E. If residents age 18 years or older are to share in the responsibility for their own medication with the provider, the independent living program shall develop and implement written policies and procedures which include:

1. Training for the resident in self administration and recognition of side effects;
2. Method for storage and safekeeping of medication;
3. Method for obtaining approval for the resident to self administer medication from a person authorized by law to prescribe medication; and
4. Method for documenting the administration of medication.

F. Each independent living program shall develop and implement written policies and procedures that ensure that each resident is receiving adequate nutrition as required in § 22 VAC 42-11-820.A-C.

#### 22 VAC 42-11- 1080. Mother/baby programs

A. Each provider shall develop and implement written policies and procedures to orient direct care staff within 14 days of hire regarding the following:

Responsibilities of mothers regarding the child;  
Child development including age appropriate behavior for each stage of development;  
Appropriate behavioral interventions for infants and toddlers;  
Basic infant and toddler care including but not limited to nutritional needs, feeding procedures, bathing techniques; and  
Safety issues for infants and toddlers.

B. Each direct care worker shall have certification in infant CPR and First Aid prior to working alone with infants or toddlers.

C. A placement agreement shall be signed by the legal guardian for each adolescent mother and a separate placement agreement shall be signed for each child at the time of admission.

D. In addition to the requirements of 22 VAC 42-11-680.B, the application for admission for the adolescent's child must include:  
The placement history of the child;  
The developmental milestones of the child; and  
The nutritional needs of the child.

E. In addition to the requirements of 22 VAC 42-11-700, the face sheet for adolescent's child shall also include:

1. Type of delivery;
2. Weight and length at birth;
3. Any medications or allergies; and
4. Name and address, if known, of the biological father.

F. A combined service plan following the requirements of 22 VAC 42-11-720 must be written for the adolescent mother and her child within 30 days of the admission of the adolescent's child.

G. There shall be a combined documented review of the adolescent mother's and her child's progress following the requirements of the quarterly report 60 days following the first combined service plan and within each 90 day period thereafter.

H. The developmental milestones of the adolescent's child must be documented in each quarterly progress report.

I. The record of each child 18 months or younger shall include the child's feeding schedule and directions for feeding. This information shall be posted in the kitchen.

J. The provider shall develop and implement written policies and procedures for tracking:

1. What a child 18 months or younger is eating;
2. How much a child 18 months or younger is eating; and
3. The response to newly introduced foods of the child 18 months or younger.

K. The provider shall develop and implement written policies and procedures to record all diaper changes.

L. The provider shall monitor that all infants are held and spoken to and placed in a position to observe activities when they are awake.

M. Bottle fed infants who cannot hold their own bottles shall be held when fed. Bottles shall not be propped.

N. The provider shall monitor that all children of adolescent mothers have access to age-appropriate toys and are provided opportunity for visual and sound stimulation.

O. The provider shall ensure that when an adolescent mother is in school or is working, her child is appropriately cared for, either in a licensed child day program or at the facility.

P. A daily activity log must be kept for each child of the adolescent mother showing what activities the child actually participated in during the day. The daily log must show that children have the opportunity to participate in sensory, language, manipulative, building, large muscle, and learning activities.

Q. The provider shall develop and implement written policies and procedures regarding health care of the adolescent's child including:

1. Obtaining health care;
2. Ensuring follow-up care is provided;
3. Ensuring adolescent mothers administer to their children only prescription and non-prescription medication authorized by a health care professional licensed to prescribe medication; and
4. Medication administration.

R. The provider shall develop and implement written policies and procedures to ensure that all toys and equipment to be used by children are sturdy, of safe construction, are non-toxic and free of hazards, and meet industry safety standards.

S. The facility shall develop and implement written policies and procedures for inspecting toys and equipment on a regular basis for cleanliness and safety.

T. Cribs shall be placed where objects outside the crib such as cords from the blinds or curtains are not within reach of infants or toddlers.

U. Pillows and filled comforters shall not be used by children under two years of age.

V. Infant walkers shall not be used.

W. Adolescent mothers and their babies may share a bedroom as allowed by 22 VAC 42-11-480.E, but shall not share a room with other adolescents or their children.

X. Pregnant adolescents may share a room as allowed by 22 VAC 42-11-480.

Y. Providers shall develop and implement written policies and procedures to protect infants, toddlers, and young children from dangers in their environment. The policies and procedures must include but not be limited to protection from:

1. Electrocution;
2. Falling down steps or ramps or gaining access to balconies, porches or elevated areas;
3. Poisons, including poisonous plants; and
4. Drowning.

22 VAC 42-11 - 1090. Campsite programs or adventure activities.

A. All wilderness campsite programs and providers that take residents on wilderness/adventure activities shall develop and implement policies and procedures that include:

- Staff training and experience requirements for each activity;
- Resident training and experience requirements for each activity;
- Specific staff-to-resident ratio and supervision plan appropriate for each activity; including sleeping arrangements and supervision during night time hours;
- Plans to evaluate and document each participant's physical health throughout the activity;
- Preparation and planning needed for each activity and time frames;
- Arrangement, maintenance, and inspection of activity areas;
- A plan to ensure that any equipment and gear that is to be used in connection with a specified wilderness/adventure activity is appropriate to the activity, certified if required, in good repair, in operable condition, and age and body size appropriate;
- Plans to ensure that all ropes and paraphernalia used in connection with rope rock climbing, rappelling, high and low ropes courses or other adventure activities in which ropes are used are approved annually by an appropriate certifying organization, and have been inspected by staff responsible for supervising the adventure activity before engaging residents in the activity;
- Plans to ensure that all participants are appropriately equipped, clothed, and wearing safety gear, such as a helmet, goggles, safety belt, life jacket or a flotation device, that is appropriate to the adventure activity in which the resident is engaged;
- Plans for food and water supplies and management of these resources;
- Plans for the safekeeping and distribution of medication;
- Guidelines to ensure that participation is conducted within the boundaries of the resident's capabilities, dignity and respect for self-determination;
- Overall emergency, safety, and communication plans for each activity including rescue procedures, frequency of drills, resident accountability, prompt evacuation, and notification of outside emergency services; and
- Review of trip plans by the trip coordinator.

B. All wilderness campsite programs and providers that take residents on wilderness/adventure activities must designate one staff person to be the trip coordinator who will be responsible for all facility wilderness or adventure trips.

1. This person must have experience in and knowledge regarding wilderness activities and be trained in wilderness first aid. The individual must also have at least one year experience at the facility and be familiar with the facility procedures, staff, and residents.

2. Documentation regarding this knowledge and experience shall be found in the individual's staff record.

3. The trip coordinator will review all trip plans and procedures and will ensure that staff and residents meet the requirements as outlined in the facility's policy regarding each wilderness/adventure activity to take place during the trip.

4. The trip coordinator will review all trip plans and procedures and will ensure that staff and residents meet the requirements as outlined in the facility's policy regarding each wilderness/adventure activity to take place during the trip.

C. The trip coordinator shall conduct a post trip debriefing within 72 hours of the group's return to base to evaluate individual and group goals as well as the trip as a whole.

D. The trip coordinator will be responsible for writing a summary of the debriefing session and shall be responsible for ensuring that procedures and policies are updated to reflect improvements needed.

E. A trip folder will be developed for each wilderness/adventure activity conducted away from the facility and shall include:

1. Medical release forms including pertinent medical information on the trip participants;
2. Phone numbers for administrative staff and emergency personnel;
3. Daily trip logs;
4. Incident reports;
5. Swimming proficiency list if trip is near water;
6. Daily logs;
7. Maps of area covered by the trip; and
8. Daily plans.

F. Initial physical forms used by wilderness campsite programs and providers that take residents on wilderness or adventure activities shall include:

1. A statement notifying the doctor of the types of activities the resident will be participating in and
2. A statement signed by the doctor stating the individual's health does not prevent him from participating in the described activities.

G. First aid kits used by wilderness campsite programs and providers that take residents on adventure activities shall be activity appropriate and shall be accessible at all times.

H. Direct care workers hired by wilderness campsite programs and providers that take residents on wilderness/adventure activities shall be trained in a wilderness first aid course.

I. The provider shall ensure that before engaging in any aquatic activity, each resident shall be classified by the trip coordinator or his designee according to swimming ability in one of two classifications: swimmer and non-swimmer. This shall be documented in the resident's record and in the trip folder.

J. The provider shall ensure that lifesaving equipment is provided for all aquatic activities and is placed so that it is immediately available in case of an emergency. At a minimum, the equipment shall include:

- A whistle or other audible signal device; and
- A lifesaving throwing device.

K. A separate bed, bunk or cot shall be made available for each person.

L. A mattress cover shall be provided for each mattress.

M. Sleeping areas shall be protected by screening or other means to prevent admittance of flies and mosquitos.

N. Bedding shall be clean, dry, sanitary, and in good repair.

O. Bedding shall be adequate to ensure protection and comfort in cold weather.

P. Sleeping bags, if used, shall be fiberfill and rated for 0° F.

Q. Linens shall be changed as often as required for cleanliness and sanitation but not less frequently than once a week.

R. Each resident shall be provided with an adequate supply of clean clothing which is suitable for outdoor living and is appropriate to the geographic location and season.

S. Sturdy, water-resistant, outdoor footwear shall be provided for each resident.

T. Each resident shall have adequate personal storage area.

U. Fire extinguishers of a 2A 10BC rating shall be maintained so that it is never necessary to travel more than 75 feet to a fire extinguisher from combustion-type heating devices, campfires, or other source of combustion.

V. Artificial lighting shall be provided in a safe manner.

W. All areas of the campsite shall be lighted for safety when occupied by residents.

X. Staff of the same sex may share a sleeping area with the residents.

Y. A telephone or other means of communication is required at each area where residents sleep or participate in programs.



## Proposed Regulation Agency Background Document

<b>Agency name</b>	Boards of Education; Juvenile Justice; Mental Health, Mental Retardation and Substance Abuse Services; and Social Services
<b>Virginia Administrative Code (VAC) citation</b>	22 VAC 42-11-10 et.seq.
<b>Regulation title</b>	Standards for Interdepartmental Regulation of Children's Residential Facilities
<b>Action title</b>	Revise standards to meet current industry practices
<b>Date this document prepared</b>	03/13/2007

This information is required for executive branch review and the Virginia Registrar of Regulations, pursuant to the Virginia Administrative Process Act (APA), Executive Orders 21 (2002) and 58 (1999), and the *Virginia Register Form, Style, and Procedure Manual*.

### Brief summary

*In a short paragraph, please summarize all substantive changes that are being proposed in this regulatory action.*

This action will repeal 22 VAC 42-10-10 et. seq. and adopt 22 VAC 42-11-10 et. seq. The Standards for Interdepartmental Regulation are used to regulate all children's residential facilities licensed or certified by the Departments of Education; Juvenile Justice; Mental Health, Mental Retardation and Substance Abuse Services; and Social Services. The changes made to this regulation reflect the changes to the children's residential facility industry in recent years and the changes in federal requirements regarding record keeping and behavior management. The changes also incorporate the requirements found in Chapters 168 and 781 of the 2006 Acts of Assembly and replaces the emergency regulation. The new regulation will also better ensure that safeguards are in place to protect residents of children's residential facilities and that services are appropriate for these children.

### Basis

## Legal basis

*Please identify the state and/or federal legal authority to promulgate this proposed regulation, including (1) the most relevant law and/or regulation, including Code of Virginia citation and General Assembly chapter number(s), if applicable, and (2) promulgating entity, i.e., the agency, board, or person. Describe the legal authority and the extent to which the authority is mandatory or discretionary.*

---

§§ 22.1-321, 22.1-323, 22.1-323.2, 16.1-309.9, 66-10, 66-24, §37.2-403-422, 63.2-217, 63.2-1701, 63.2-1703, 63.2-1737, 63.2-203

The Boards of Education; Mental Health, Mental Retardation and Substance Abuse Services; Juvenile Justice; and Social Services are the promulgating entities. Regulation of children's residential facilities is mandatory.

## Purpose

*Please explain the need for the new or amended regulation by (1) detailing the specific reasons why this regulatory action is essential to protect the health, safety, or welfare of citizens, and (2) discussing the goals of the proposal, the environmental benefits, and the problems the proposal is intended to solve.*

---

The purpose of the proposed action is to promulgate revised standards that better protect the health, safety and welfare of vulnerable children who are separated from their families and reside in children's residential facilities. The standards will assure that an acceptable level of care and education are provided to these children. Children placed in residential care typically need a higher level of service than can be provided in a foster home. It is important that staff who supervise these children have the appropriate knowledge and experience to make decisions regarding their care. The appropriate number of trained staff on duty is needed to give the children adequate time and attention to meet their needs. Staff also need the time to plan a structured program of care for the residents and to document planning and decision-making for each resident.

In the past, approximately 60 to 70 requests per year were received to operate a children's residential facility. Facilities were operated by organizations connected to groups with child welfare experience. Facilities were most often operated as nonprofits. Today the Office of Interdepartmental Regulation receives an average of 35 inquiries each month to operate a children's residential facility. Inquirers are private individuals who may not have had any children's residential experience. Many want to open for profit facilities.

The Joint Legislative Audit and Review Commission's (JLARC) report "Evaluation of Children's Residential Services Delivered Through the Comprehensive Services Act," December 2006 recommends that collecting licensure fees be considered. The report recommends that these fees be used to provide training. The report states that training of facility staff is not adequately addressed in the current standards. In order to ensure that residents receive the care and education they need, staff must have the training and experience, as well as the time, to make quality decisions about the residents they are serving. The proposed changes to the regulation concerning licensure fees, additional required training and additional qualifications for administrative staff address issues discussed in the JLARC report.

An emergency regulation was required by Chapters 168 and 781 of the 2006 Acts of Assembly. This proposed regulation is necessary to replace the emergency regulation as required by the *Code of Virginia*.

## Substance

Please briefly identify and explain the new substantive provisions, the substantive changes to existing sections, or both where appropriate. (More detail about these changes is requested in the "Detail of changes" section.)

---

Substantive changes that are being proposed include changing the process to issue licenses to facilities regulated by DOE, DMHMRSAS, and DSS to be able to change the type of license when compliance is an issue and adding the option of summary suspension of the license, to be consistent with the *Code of Virginia*; to strengthen the qualifications of the staff who make administrative and supervision decisions at the facility and to add requirements ensuring that a qualified staff person is available to make decisions. All training requirements are moved to one section for clarity and additional training is required as suggested by the JLARC report, "Evaluation of Children's Residential Services Delivered through the Comprehensive Services Act", December 2006. Requirements are added that ensure that educational services are provided to the child in a timely manner. Record keeping requirements are clarified and written to comply with federal guidelines. Requirements for medical treatment and medication are improved according to guidance received from medical professionals. Staff supervision ratios are changed to better meet current practice and child advocacy guidelines. Many facilities are already maintaining these ratios. Emphasis has been redirected from behavior management to behavior support and helping residents to manage their own behavior. Recreation guidelines are written to ensure better planning and supervision during overnight trips or activities. Emergency procedures requirements are strengthened to ensure better preparation for an emergency in today's environment. Special requirements are added for specialized independent living programs, mother/baby programs, and for camping programs and programs that take residents on adventure activities. Requirements have also been added for every facility to name a community liaison person and to train staff and have policies and procedures regarding positive community relations.

## Issues

Please identify the issues associated with the proposed regulatory action, including:

- 1) the primary advantages and disadvantages to the public, such as individual private citizens or businesses, of implementing the new or amended provisions;
- 2) the primary advantages and disadvantages to the agency or the Commonwealth; and
- 3) other pertinent matters of interest to the regulated community, government officials, and the public.

If the regulatory action poses no disadvantages to the public or the Commonwealth, please so indicate.

---

Primary advantages to the public:

- Better ensures that children placed in residential facilities receive the care and education that they need by requiring an adequate number of qualified staff to work with them
- Families and parents that place their children in residential care are offered reassurance that their child is safe and that his needs are being met
- Better ensures that the tax payers money is used to pay for adequate services for children
- Neighbors of facilities will see that there are requirements in place to protect their interests

Primary Disadvantages to the public:

- Although many providers are already meeting the proposed standards, operators of facilities that currently are not meeting the revised standards may incur additional expenses

Primary Advantages to the Commonwealth:

- Better ensures that children placed in residential facilities receive the care and education that they need by requiring an adequate number of qualified and trained staff to work with them
- Better ensures that the services the Commonwealth pays for are received
- Better ensures that the Commonwealth meets federal standards (child welfare review, IV-E)

Primary Disadvantages to the Commonwealth

- None

## Economic impact

*Please identify the anticipated economic impact of the proposed regulation.*

<b>Projected cost to the state to implement and enforce the proposed regulation, including (a) fund source / fund detail, and (b) a delineation of one-time versus on-going expenditures</b>	No new costs – the state will have to print the regulation and offer training to regulators and providers.
<b>Projected cost of the regulation on localities</b>	No cost to the localities unless the locality operates a children's residential facility that does not meet the new requirements.
<b>Description of the individuals, businesses or other entities likely to be affected by the regulation</b>	Families whose children are placed at residential facilities, businesses who operate a children's residential facility
<b>Agency's best estimate of the number of such entities that will be affected. Please include an estimate of the number of small businesses affected.</b> Small business means a business entity, including its affiliates, that (i) is independently owned and operated and (ii) employs fewer than 500 full-time employees or has gross annual sales of less than \$6 million.	Currently, there are approximately 304 children's residential facilities.
<b>All projected costs of the regulation for affected individuals, businesses, or other entities. Please be specific. Be sure to include the projected reporting, recordkeeping, and other administrative costs required for compliance by small businesses.</b>	Cost will vary among the different facilities. Many of the currently regulated facilities already meet the requirements of the proposed regulation. Facilities that do not already meet the proposed changes will need to hire staff who meet the qualification requirements as staff leave and new staff are hired. Facilities that do not already meet the proposed staffing ratios will have to hire additional staff to meet staff ratios. Training costs may increase if the facility is not already training all staff in the proposed number of hours of initial and annual training.

## Alternatives

*Please describe any viable alternatives to the proposal considered and the rationale used by the agency to select the least burdensome or intrusive alternative that meets the essential purpose of the action. Also, include discussion of less intrusive or less costly alternatives for small businesses, as defined in §2.2-4007.1 of the Code of Virginia, of achieving the purpose of the regulation.*

The only alternative is to leave current regulation unchanged and out of date with current child welfare standards and needs and out of compliance with federal regulation.

## Regulatory flexibility analysis

*Please describe the agency's analysis of alternative regulatory methods, consistent with health, safety, environmental, and economic welfare, that will accomplish the objectives of applicable law while minimizing the adverse impact on small business. Alternative regulatory methods include, at a minimum: 1) the establishment of less stringent compliance or reporting requirements; 2) the establishment of less stringent schedules or deadlines for compliance or reporting requirements; 3) the consolidation or simplification of compliance or reporting requirements; 4) the establishment of performance standards for small businesses to replace design or operational standards required in the proposed regulation; and 5) the exemption of small businesses from all or any part of the requirements contained in the proposed regulation.*

---

There are no alternate regulatory methods for small businesses that can be used and still ensure that the appropriate protections, services and education are offered to residents of children's residential facilities.

## Public comment

*Please summarize all comments received during public comment period following the publication of the NOIRA, and provide the agency response.*

---

Commenter	Comment	Agency response
1 Provider	Supports the plan to revise the regulation	The revision will move forward.
1 Provider group Virginia Association of Children's Homes (VACH)	<p>Opposed the revision of the regulation. Submitted a "White Paper" which included the following:</p> <ul style="list-style-type: none"> <li>Two issues are driving the revision – the increase in applications to operate children's residential facilities and the effort to fund children in residential care with Medicaid (revision mirrors Medicaid standards)</li> <li>Observations – would support many of the proposed changes; oppose changing the word child to client which represents a shift to medical model and more restrictive placements; one size does not fit all - recommend modules; 1:6 staff to child ratio does not account for type of child served; recommend a cost analysis-facilities do fundraising and money would be lost from those who believe in family style atmosphere, predict cost to VACH agencies to be \$15 million</li> <li>Recommend new facilities have different standards; ratio is too restrictive and does not look at type of child served; qualifications for staff mirror Medicaid,</li> </ul>	<p>The revision will move forward.</p> <p>The "White Paper" which offers some important suggestions also contains erroneous information and makes assumptions that are not accurate.</p> <p>The issues driving the proposed revision to the regulation include:</p> <ul style="list-style-type: none"> <li>Child welfare practices are always evolving/ the regulation needed to be updated to reflect current practices</li> <li>All regulations are required to be reviewed every 4 years. A period review was due for the Interdepartmental Standards</li> <li>The children's residential facility industry has changed in Virginia which has lead to an increase in applications to operate facilities as noted in the White Paper. Previously, children's residential facilities have been operated by child welfare organizations, hospitals or religious groups, the majority as nonprofit organizations. The recent trend is for private citizens to apply to operate facilities on a for profit basis. The proposed revision attempts to ensure that all facilities, regardless of when they opened, operate with qualified staff making appropriate programmatic decisions based on child welfare experience and education. The revision is also written to ensure that there are enough staff at the facility to meet the needs of the</li> </ul>

	<p>standards shouldn't set personnel qualifications, recommended degrees too limited, Masters degree is cumbersome and limited, limits pool of employees, incorporates medical model mind set</p> <ul style="list-style-type: none"> <li>• Proposed standards to plan for all day trips and overnight trips is egregious and overbearing, supports medical model, many facilities are family style</li> <li>• Standard that requires prescription of over-the-counter medications is unnecessary and seems to comply with Medicaid standards, standard to contact doctor if child refuses medicine unless refusal is addressed in standing orders is unnecessary and overburdening</li> <li>• Conclusion – support efforts to improve services but proposed changes will prevent any facility from using the home-like approach, children at VACH facilities would be forced into more restrictive facilities; concerned about one size fits all and medical model on programs with successful service to children using the social service model; need to ensure that new programs provide quality care; costs need to be considered</li> </ul>	<p>children served.</p> <ul style="list-style-type: none"> <li>• The Regulation needed to be in compliance with Federal statutes and procedures (most notably HIPAA)</li> </ul> <p>The <i>Standards for Interdepartmental Regulation of Children's Residential Facilities</i> are not based on funding requirements. The Office of Interdepartmental Regulation received no directive to "turn facilities into treatment facilities." Proposed revisions are based on current child welfare practices and the goal to offer children placed in all different types of residential facilities quality care and service.</p> <p>In most cases, to be a treatment facility, the facility would have to be licensed by DMHMRSAS. Treatment facilities must serve a mental health population and provide treatment by qualified staff, at the facility. Treatment facilities must comply with the <i>Rules and Regulations to Assure the Rights of Individuals Receiving Services From Providers of Mental Health, Mental Retardation and Substance Abuse Services</i> and <i>Regulations for Providers of Mental Health, Mental Retardation and Substance Abuse Residential Services for Children</i>, the DMHMRSAS module. Staff ratios for treatment facilities are often more strict than the proposed general 1:6 staffing ratio. For group homes that want to receive Medicaid staffing, ratios are 1 staff to every 4 children. (Many of the facilities that belong to VACH are ineligible to apply for Medicaid for group homes as their capacities exceed Medicaid limits.) There are no proposed standards to require facilities to be licensed by DMHMRSAS, to serve a mental health population, to offer treatment at the facility or to become Medicaid eligible.</p> <p>The word client is <u>not</u> used in the proposed revision to the regulation. The word resident is used most often to refer to a child placed in a facility. The term resident is used in the current regulation.</p> <p>The Interdepartmental Regulation Program was created to insure that all children's residential facilities are regulated on a consistent basis using one set of standards. This was to eliminate the problems that were occurring before the Interdepartmental Regulation Program was begun - repetitious licensing investigations from different licensing agencies and facilities being told different things by different agencies. The <i>Standards for Interdepartmental Regulation of Children's Residential Facilities</i> are written in such a way as to be suitable for all types of facilities serving many different populations and are flexible to</p>
--	--	--

		<p>accommodate many different program models. For example, often the regulation asks for the policies and procedures to be written for a certain issue. Policies and procedures for a treatment facility serving emotionally disturbed children would be very different from the policies and procedures written for a facility whose primary focus is to teach independent living skills to children transitioning out of foster care. DMHMRSAS, DOE, and DJJ already have module standards to address issues specific to facilities regulated by these agencies.</p> <p>The proposed standards would not prevent a facility from operating a “family style” program. House parent models are not prohibited.</p> <p>The standard requiring a doctor’s prescription for over-the –counter drugs is currently a standard and is not a new proposal. All standards regarding health care are reviewed and approved and often proposed by the Virginia Department of Health medical experts.</p> <p>While working on the proposed revisions many other states standards were reviewed, as well as, the recommendations of the Child Welfare League of America for residential facilities. Issues regarding staff ratios and qualifications for staff were discussed with the Interdepartmental Regulation Advisory Committee where provider groups, including VACH, are represented, to give feedback to the revision committee. Information was also received from other providers, regulators and placing agencies.</p> <p>VACH is represented on the Interdepartmental Regulation Advisory Committee. They had access to all discussions regarding the possibility of a revision as well as access to all proposed working papers. A VACH member also served on the Revision Committee. No issues, as presented in the “White Paper,” were mentioned during these meetings.</p> <p>Various members of VACH have met with Charlene Vincent, the Coordinator of the Office of Interdepartmental Regulation and Leslie Knachel, the DSS Child Welfare Licensing Administrator for VACH programs. Maurice Jones, Commissioner of DSS and chair of the Interdepartmental Regulation Committee has also met with various members of VACH and has visited one facility. On June 9, 2004, Commissioner Jones, Ms. Vincent, Ms. Knachel, and representatives from the other participating departments met with representatives of VACH. On July 9, 2004, Ms. Vincent and Ms. Knachel met with the VACH</p>
--	--	--

		<p>president and another VACH representative to go over the entire regulation to clear up any miscommunication. At every meeting VACH was encouraged to submit public comment during the proposed public comment period. They were encouraged to submit statistics and facts to support their public comment and to offer their solutions to help the revision committee and others who would be reviewing the public comment, make good decisions.</p> <p>VACH has approximately 17 member facilities. Three facilities are not regulated under the <i>Standards for Interdepartmental Regulation of Children's Residential Facilities</i>. Currently, there are approximately 275 facilities licensed under the Interdepartmental Program.</p> <p>In fairness to all facilities affected by the Interdepartmental Regulation Program and to other interested parties including local governments, placing agencies, and neighbors of residential facilities, the Coordinating Committee determined that it would be best to receive all comments regarding the proposed revision during the proposed public comment period when all interested parties have equal access to the proposed draft.</p>
50 individuals associated with VACH	<p>Comments from individuals associated with VACH are all variations of the themes presented in the "White Paper"</p> <p>Thirteen copies of the same letter from individuals at one facility. Want the revision to focus on new facilities. Doesn't think a more restrictive staff to child ratio considers the needs of children; thinks staff requirements mirror Medicaid requirements; thinks standards regarding recreational trips are overbearing; doesn't believe it is necessary to have a prescription for over-the-counter medication and doesn't want to report to a doctor refusals of medication; believes changes will prevent programs from having a home-like approach; concerned about cost of changes; believes changes would force a medical model on all programs and force children into programs with a medical model.</p> <p>Thirteen copies of the same letter with different signatures (faxed twice) requested a public hearing to</p>	<p>The revision will move forward. VACH members have been encouraged to submit specific public comment during the proposed public comment period.</p>

	<p>discuss revisions found in the working papers; believed that facilities serving children are already successful; believes that Virginia already has the most rigorous regulations of any neighboring state; costs will rise; and believes that agencies who care for children do fundraising and save the state money.</p> <p>A letter similar to the letters above but also stating opposition to forcing facilities into "treatment modalities."</p> <p>Six letters from individuals from another facility with similar concerns as those already summarized - revisions concerning staff qualifications will increase costs, Virginia's regulations are more stringent than neighboring states, revisions will force providers to become treatment facilities, and new revisions call the child a client.</p> <p>Nine letters from individuals connected with another provider expressed similar concerns about not being able to provide a home-like environment and having to provide a treatment facility; believing their program works well without making proposed changes; believing the purpose of the revision is for Medicaid billing, reporting Medication refusals is not important; checking on children in confinement every 15 minutes takes time away from other children; requiring stricter ratios and more qualified staff will close non-profit facilities; planning for recreation trips takes time away from children</p> <p>One letter from a director of a facility wants a cost impact study to be conducted regarding proposed changes. Welcomes many proposed changes; suggests that new facilities have separate standards; opposes the stricter staff ratio of 1:6 but would not oppose a staff ratio of 1:8 as he recognizes that the needs of children are more and more difficult; opposes the staff qualification standards and prefers more open standards; opposes standards requiring planning for recreational trips; opposes having to notify the doctor if a child refuses</p>	
--	---	--

	<p>medication; opposes the standard that requires prescriptions for over-the-counter medication</p> <p>A board member of a facility supports the VACH White paper.</p> <p>Another provider asked questions regarding the proposed standards in the working papers. This provider is opposed to requiring a Masters degree; to having 1:6 ratio while children are asleep; planning for recreation trips. The provider is also concerned about cost.</p> <p>Two letters from staff of another facility state that the revisions found in the working papers would rule this facility out as a resource for children. They believe new facilities should identify their populations from the onset. They believe the proposed revisions have the intent to make facilities become Medicaid providers and this facility does not provide treatment.</p> <p>Another provider states that the revision is an attempt to get all facilities to become Medicaid providers. They can not offer a homelike environment if they have to become treatment facilities. The proposed stricter staff ratios will increase costs. The provider opposes the change to check children in confinement every 15 minutes from every 30 minutes as it would take too much staff time.</p> <p>Another individual is against the proposed changes as they do little to add to services but increase costs. He opposes the stricter staff to child ratio and opposes calling the residents clients.</p> <p>In four of the letters summarized above the writer indicated opposition to any revision of the regulation.</p> <p>A director of another facility that is not regulated under the <i>Standards for Interdepartmental Regulation of Children's Residential Facilities</i> and who would not be affected by the change in this regulation wrote that the change in this regulation would force this facility to become a</p>	
--	--	--

	treatment a facility and would increase the facility's costs. He also commented that Virginia has the most vigorous regulations of any neighboring state.	
--	---	--

## Family impact

Please assess the impact of the proposed regulatory action on the institution of the family and family stability including to what extent the regulatory action will: 1) strengthen or erode the authority and rights of parents in the education, nurturing, and supervision of their children; 2) encourage or discourage economic self-sufficiency, self-pride, and the assumption of responsibility for oneself, one's spouse, and one's children and/or elderly parents; 3) strengthen or erode the marital commitment; and 4) increase or decrease disposable family income.

The changes to the regulation will better assure families that must place their children in a residential facility that safeguards exist to protect their child and that adequate care and education are provided.

## Detail of changes

Please detail all changes that are being proposed and the consequences of the proposed changes. Detail all new provisions and/or all changes to existing sections.

If the proposed regulation is intended to replace an emergency regulation, please list separately (1) all changes between the pre-emergency regulation and the proposed regulation, and (2) only changes made since the publication of the emergency regulation.

For changes to existing regulations, use this chart:

Current section number	Proposed new section number, if applicable	Current requirement	Proposed change and rationale
10	10	Definitions of terms used in the regulation.	*Deleted the following definitions as they are no longer found in the regulation: adaptive behavior, boot camp, chemical restraint, client, confinement, intrusive aversive therapy, public funding, responsible adult.
10	10	Definition of residential facility for children	*Changed to Children's Residential Facility to be consistent. Also corrected a reference to DMHMRSAS regulation.
NA	NA	NA	*Throughout the regulation changed the word facility to provider where appropriate.
NA	10	Definitions	*Adds a definition of annual for clarification of annual reports and inspections.
10	NA	Definitions	Adds a definition of behavior support assessment as a requirement for a behavior support assessment is being added to the application section as a protection to children

			and to ensure facility staff can manage the children they accept.
10	10	Definition of compliance plan	*Changed to "Corrective Action Plan" for consistency.
10	10	Confined in detention with a suspended commitment to the Department of Juvenile Justice	*Changed to "confined in post-dispositional detention" to coincide with Virginia Code.
10	10	Definitions of terms used in the regulation.	*Added DJJ as the other agency abbreviations were listed.
10	10	Definition of residential facility for children included the definition of group home	*Separated the definition of group home from the definition of a residential facility for children to decrease the confusion on where to locate the definition. Added children's residential facility to clarify that a group home is a children's residential facility.
10	10	Definitions used in the regulation	*Added a definition of health record to clarify for HIPAA purposes.
10	10	Independent living	*Added competency-based to the definition of independent living.
10	10	Individualized service plan	*Added "measurable" and "goals and objectives" to the definition of individualized service plan.
10	10	Mechanical restraint	*Revised the definition to be consistent with the "Rules and Regulations to Assure the Rights of Individuals Receiving Services from Providers of Mental Health, Mental Retardation and Substance Abuse Services" - 12 VAC 35 -115 et seq. (Human Rights Regulation)
10	10	Medication error	*Clarified the definition by adding that when a resident refuses medication this should not be considered a medication error.
10	10	Definitions used in the regulation	*Added a definition of personal health information.
10	10	Definitions used in the regulation	*Added a definition of pharmacological restraint to be consistent with Human Rights Regulation.
10	10	Physical restraint	*Revised the definition to be consistent with Human Rights Regulation.
10	10	Program	*Deleted the definition of program and replaced with "structured program of care."
10	10	Licensee	*The term provider and licensee are interchangeable.
10	10	Definitions used in the regulation	*Added the definition of regulatory authority as it is now used in the regulation.
10	10	Resident	*Revised the definition of resident as preplacement visits are no longer required.
10	10	Rest day	*The definition was simplified.
10	10	Routine admission	*The words "completion of a preplacement visit" were deleted as the preplacement visit requirement is being deleted.
10	10	Temporary contract worker	*Definition added
10	10	Time out	*Revised to be consistent with Human Rights Regulation
10	10	Treatment	*Revised to be consistent with DMHMRSAS definition.
10	10	Wilderness Camp	*Changed to wilderness program.
NA	20	NA	Adds a requirement that DOE, DJJ, DMHMRSAS and DSS assist and cooperate

			with each other in the licensing and certification of children's residential facilities. Consistent regulation of children's residential facilities will promote the health, safety and welfare of the residents.
20	30	Applications	<ul style="list-style-type: none"> <li>• *For clarification a complete listing of documents that are required for an initial application was added to the section.</li> <li>• *Added a requirement that new applications which are not complete in 12 months will be closed to clarify procedures.</li> <li>• *Added a requirement that a provider must substantially comply with applicable regulations before new facilities can be licensed to clarify procedures.</li> </ul>
30	50	Visitation of facilities	<ul style="list-style-type: none"> <li>• *Changes the word visit to review.</li> <li>• Adds a requirement that the regulatory authority shall notify relevant local governments and placing and funding agencies, including CSA, of multiple health and safety or human rights violations in children's residential facilities when the violations result in a provisional license. This requirement will give placing agencies information to make appropriate placement decisions.</li> </ul>
NA	60	NA	Adds requirements for posting information on a web site regarding children's residential facilities. This will give the public, as well as placing agencies, information about facilities and facilities in application.
35	70	General requirements	<ul style="list-style-type: none"> <li>• *Deleted the requirement that corporations not organized and empowered solely to operate residential facilities for children shall provide for such operations in their charters as this is no longer necessary.</li> <li>• *Deleted "in addition to the sanctions specified in this chapter" from former standard 35.G as no additional sanctions are listed.</li> <li>• Adds a requirement that facilities self-report within 72 hours lawsuits or settlements with residential facility operators relating to health and safety or human rights of residents and any criminal charges against staff that may have been made relating to the health and safety or human rights of residents. This requirement will allow others to have this information when making decisions.</li> <li>• *For clarification added a</li> </ul>

			<p>requirement that the provider be in compliance with federal, state, or local laws and regulations.</p> <ul style="list-style-type: none"> <li>*Added a requirement that providers must keep a current policy and procedures manual accessible to staff.</li> <li>*Added a requirement that the provider shall comply with their own policies and procedures.</li> </ul>
NA	80	Written corrective action plans	*For clarity added a section regarding corrective action plans stating what is required and timeframes for the return of the corrective action plan.
40	90	Licenses and certificates	<ul style="list-style-type: none"> <li>Allows the facility's license or certificate to be modified during the licensure or certification period if there is a change in compliance. This will allow the licensure period to be reduced if a facility is not in compliance with standards. (Changes regulation to be consistent with <i>Code of Virginia</i>.)</li> <li>*All references to corrective action regarding systemic deficiencies were deleted as most systemic deficiencies are cited at the time the license is issued. There is no time to take corrective action.</li> </ul>
50	100	Stated no fee would be charged.	*Establishes a \$500 fee for initial application fee and a \$100 fee for renewal application. No fees will be charged to state or locally operated facilities. Fees to be used for training as suggested by JLARC study,
60	110	Modification	*Clarified the standard by adding gender to the reasons a license could be modified; clarified that limited modifications would be approved during a conditional licenses; simplified the language of the standard; clarified where the request for modification should be sent.
70	120	Denial	*Added history of adverse licensing actions or sanctions to reasons for denial.
80	130	Revocation	Deleted subsection as it was repetitive.
NA	140	NA	Adds the procedures for summary suspension to be consistent with <i>Code of Virginia</i> . In egregious situations, this will allow the lead regulatory agency to remove the residents during the pendency of the revocation, denial, or other action.
90	150	Variance	*The elements of a variance request were added back into the standard, as requested by regulators.
110	180	Responsibilities of the provider	<ul style="list-style-type: none"> <li>*The requirement to designate a qualified staff person to assume responsibility of the chief administrative officer in his absence was replaced with a requirement to develop and implement a decision making plan including an</li> </ul>

			<p>organizational chart to clarify who can make decisions.</p> <ul style="list-style-type: none"> <li>• *The requirement of the provider to review the program annually was revised to require that the provider develop policies and procedures to evaluate service quality and effectiveness to ensure that providers are evaluating their services.</li> <li>• *The provider is required to make improvements as identified by the on-going evaluation.</li> </ul>
120	190	Fiscal accountability	*The provider is required to develop policies and procedures to address the day-to-day handling of funds.
130	200	Insurance	*The requirement to maintain liability insurance on vehicles was revised to require documentation showing that all vehicles used to transport residents are insured, including vehicles owned by staff, as many providers ask that staff use their own vehicles.
150	220	Weapons	<ul style="list-style-type: none"> <li>• *Added the possession of licensed law enforcement officers as facilities sometimes have officers come to their facilities.</li> <li>• *Added facility related activities to cover when residents and staff may be off premises.</li> <li>• *Added a requirement that if residents are to use weapons permission from the resident's legal guardian is required.</li> </ul>
160	230	Relationship to the regulatory authority	*This standard was revised to correct a contradiction with the standard regarding modification.
180	250	Health information	<ul style="list-style-type: none"> <li>• *Added that health information should be maintained in a confidential manner.</li> <li>• Each new staff person should obtain a screening assessment for TB as evidenced by a completed form with the elements contained on a current risk assessment screening form published by the VA Department of Health. The risk assessment must be completed at the time of hire and no earlier than 30 days before the date of hire. Deletes exceptions. This is the Department of Health's recommendation.</li> <li>• Each staff person shall have an annual screening assessment as evidenced by a completed form containing the elements of the current risk assessment screening form published by the VA Department of Health.</li> </ul>

			Protects children from TB and protects staff from unnecessary medical procedures.
200	270	Qualifications	Updates the name of the Virginia Department of Personnel and Training to Human Resource Management.
210	280	Job description	Added a requirement that minimum education and experience be added to the job description to insure that staff have the proper qualifications.
220	290	Written personnel policies and procedures	<ul style="list-style-type: none"> <li>• *Clarified that the provider have approved policies and procedures as some providers cannot approve their own policies and procedures as they are part of a bigger organization e.g. local government.</li> <li>• Added a requirement that individuals hired for a position have the education and experience for the position as described in the job description.</li> <li>• Deletes requirements regarding child abuse and neglect, because they are in section 960 of the current regulation.</li> </ul>
230	300	Personnel records	<ul style="list-style-type: none"> <li>• *Added that providers keep personnel records on student/interns.</li> <li>• *Allows providers to use a unique identifier instead of a social security number to protect against identity theft.</li> <li>• Added a requirement that documentation of educational degrees and professional certification be kept in the record.</li> <li>• Added that documentation of medication, first aid, CPR, and all other training be kept in the record. This will help determine staff qualifications.</li> <li>• *Added student/intern records must be kept for 3 years.</li> <li>• *Added health records can be maintained separately as required by federal regulation.</li> </ul>
240	310	Staff development	<ul style="list-style-type: none"> <li>• *Added that employees transferring from other facilities operated by the provider be given orientation and training regarding the new facility.</li> <li>• *Changed the requirement for new employees, volunteers, students to have orientation and training regarding the facility within 14 days instead of 30 days.</li> <li>• *Added that part of this orientation include information about the provider's decision making plan and the Interdepartmental Standards, including the prohibited actions outlined in the standards.</li> </ul>

			<ul style="list-style-type: none"> <li>• *Reorganized all training requirements and brought all requirements to this section.</li> <li>• *Added initial and annual training requirements for emergency response.</li> <li>• Required that all staff working with residents be enrolled in CPR and first aid classes within 30 days of hire.</li> <li>• *Added a requirement that all staff be trained within 30 days on the provider's policies and procedures regarding universal precautions and annually thereafter.</li> <li>• *Requires that all staff working with residents be trained in child abuse and neglect, mandatory reporting, boundary issues, and suicide prevention within 30 days of hire and annually.</li> <li>• *Requires an additional 15 hours of training.</li> <li>• *Added a requirement that policies and procedures be developed to require training for part time staff.</li> <li>• *Training must be comprehensive and ensure that staff have the competencies to perform their duties.</li> </ul> <p>Increased training was recommended by JLARC study.</p>
250	320	Supervision	*Requires policies and procedures for supervision of staff, volunteers and student/interns.
NA	330	NA	Adds requirements for the applicant. The applicant must be trained on the siting of a facility, the applicant must be interviewed in person by the regulatory authority to determine qualifications and the applicant must hire someone with the required qualifications to be chief administrative officer if the applicant is not qualified. This will better ensure that the person making administrative decisions at the facility is qualified.
260	340	Chief administrative officer	<ul style="list-style-type: none"> <li>• Added duties of the chief administrative officer as these duties are critical to the successful operation of the facility and involve decisions that need to be made by qualified staff.</li> <li>• *Increased the qualification requirements of the CAO to include a Master's degree in social work, psychology, counseling, or nursing and 2 years experience of full time work experience in a children's residential facility and 1 year</li> </ul>

			<p>experience in an administrative or supervisory capacity; <u>or</u> a baccalaureate degree in social work, psychology, counseling, or nursing and 3 years full time work experience with children at least 2 of which were in a children's residential facility and 1 year of administrative or supervisory experience; <u>or</u> a master's degree in education and 2 years of full time experience in a children's residential facility and 1 year full time experience in an administrative or supervisory capacity or a baccalaureate degree in education and 3 years of full time experience with children at least 2 of which were in a children's residential facility and 1 year of administrative experience may be accepted for a program whose lead agency is the Department of Education; <u>or</u> a baccalaureate degree and 7 years of full time paid work experience with children at least 4 of which shall be in a children's residential facility and 2 years of administrative or supervisory experience.</p> <ul style="list-style-type: none"> <li>• Adds that the chief administrative officer must provide transcripts within 30 days of hire certified by the accredited college or university of attendance and documentation of prior relevant experience to ensure the program director is qualified to work with the residents.</li> </ul>
270	350	Program director	<ul style="list-style-type: none"> <li>• Changes the title of the section to Program Director.</li> <li>• Added the duties of overseeing assessments, service planning, staff scheduling, and supervision to clarify who should be performing these critical functions.</li> <li>• *Increased the requirements to a master's degree in social work, psychology, counseling, or nursing and 2 years of full time paid work experience with children one of which needs to be in a children's residential program and 1 year of administrative or supervisory experience; <u>or</u> a baccalaureate degree in social work, psychology, counseling, or nursing and 3 years full time paid experience working with children, 1 of which must be in a children's residential facility and 1 year of administrative or supervisory experience; <u>or</u> a baccalaureate</li> </ul>

			<p>degree and 5 years of full time paid experience working with children, at least 3 of which must be in a children's residential facility and 1 year of full time supervisory or administrative experience, or a master's degree in education and 2 years of full time aid work experience with children, 1 in a children's residential facility and 1 year of administrative/supervisory experience or a baccalaureate degree in education with an endorsement in at least 1 area of disability served by the program and 3 years full time paid experience working with children, 1 in a children's residential facility and 1 year administrative/supervisory experience for a program director of a program whose lead agency is the Department of Education.</p> <ul style="list-style-type: none"> <li>• Adds the program director must provide transcripts within 30 days of hire certified by the college or university of attendance and documentation of prior relevant experience to ensure the program director is qualified to work with the residents.</li> </ul>
NA	360	Case manager	<ul style="list-style-type: none"> <li>• *Added a requirement for a case manager.</li> <li>• *Case managers shall have the responsibility for: <ul style="list-style-type: none"> <li>○ Coordination of all services offered to each resident</li> <li>○ Provision of social services as required in 720.A</li> </ul> </li> <li>• *Case managers shall have: A master's degree in social work, psychology, or counseling; <u>or</u> baccalaureate degree in social work or psychology with documented field work experience and must be supervised by the program director or other staff employed by the provider with the same qualifications as required by 350.D; <u>or</u> a baccalaureate degree and 3 years of full time experience working with children with at least 1 year in a children's residential facility</li> </ul> <p>Added to ensure that someone qualified is making the decisions at the facility on a day-to-day basis.</p>
280	370	Child care supervisor	<ul style="list-style-type: none"> <li>• *Separated the child care supervisor from the rest of the child care staff standard so it would be more visible.</li> <li>• *Added duties for the child care</li> </ul>

			<p>supervisor.</p> <ul style="list-style-type: none"> <li>• *Changed qualification requirements to a social work or psychology baccalaureate degree and 2 years of full time paid experience with children with 1 year in a children's residential facility, kept option of high school or GED with a minimum of 5 years experience with 2 at a children's residential facility. Added a combination of education and experience working with children as approved by the lead regulatory agency.</li> </ul>
280	380	Child care staff	<ul style="list-style-type: none"> <li>• *Added qualification requirements for a baccalaureate degree in human services or an associates degree and three months experience working with children, or a high school degree or GED and 6 months experience.</li> <li>• *Also have option of a high school degree/GED and no experience as long as the person does not work alone and is working with the child care supervisor, the chief administrative officer, the program director, or the case manager.</li> <li>• *Increased age of child care workers from 18 to 21.</li> <li>• *Added the requirement that the provider could not be dependent on temporary contract workers (added definition) to provide direct care.</li> </ul>
290	390	Relief Staff	<ul style="list-style-type: none"> <li>• *Changed wording to say that enough relief staff must be available to maintain the structured program of care. Relief child care staff requirements added in child care section.</li> </ul>
300	NA	Medical Staff	*This section was deleted as all requirements were moved to other sections or were repetitive.
310	400	Volunteers and student interns	<ul style="list-style-type: none"> <li>• *Deleted the requirements that volunteers comply with confidentiality policies as it is covered in another section of the standards.</li> <li>• *Deleted the requirement that volunteers be informed of liability protection as this is good practice but not a regulatory issue.</li> </ul>
330	420	Buildings, inspections and building plans	<ul style="list-style-type: none"> <li>• Adds to the requirement that buildings provide adequate space and be of a design suitable to house the programs and services provided, that physical environment also shall provide adequate space and design. Also, adds the requirement that buildings and physical environment</li> </ul>

			<p>meet the specialized needs of the residents. This will ensure that the residential environment will be suitable for the population served.</p> <ul style="list-style-type: none"> <li>• *Deleted the requirement that the certificate of occupancy state the proposed use of the building as many localities will not do this.</li> <li>• *A change was made to allow swimming pool companies to inspect swimming pools at the suggestion of the Department of Health.</li> </ul>
335	430	Heating systems, ventilation and cooling systems	<ul style="list-style-type: none"> <li>• *The lowest temperature of a living area was increased from 65° to 68° F.</li> <li>• *The highest temperature of a living area was decreased from 85° to 80° F.</li> </ul>
340	440	Lighting	*Combined 2 standards to require lighting to be sufficient for safety and for activities performed.
350	450	Plumbing	<ul style="list-style-type: none"> <li>• *A requirement for mixing faucets was deleted as the use of mixing faucets is the accepted practice of builders at this time. The Department of Housing and Community Development advised that this requirement was no longer needed.</li> <li>• *Added that water temperatures should be maintained at 100°-120° F.</li> </ul>
360	460	Toilet facilities	*All facilities licensed after the effective date of these standards will be required to have 1 toilet, 1 hand basin, and 1 shower or tub for every 4 residents.
370	470	Personal necessities	<ul style="list-style-type: none"> <li>• *Deleted from the standard the listing of personal items as it was thought this information should be included in the interpretive material.</li> <li>• *Added a requirement that towels and wash cloths be in good repair.</li> <li>• *Changed the requirement to use warm, soapy water to clean toilets and adapter seats, to use appropriate cleaning materials.</li> <li>• *Added a requirement that privacy, dignity, and confidentiality be maintained during toileting and diapering of older residents.</li> </ul>
380	480	Sleeping areas	<ul style="list-style-type: none"> <li>• *Combined standards by adding the word clean to the standard requiring separate bedding.</li> <li>• *Changed standard regarding mattresses to be consistent with Fire Code.</li> <li>• *Revised ceiling height requirements.</li> </ul>
390	500	Resident's privacy	<ul style="list-style-type: none"> <li>• *Prohibits the use of video and audio monitoring of children except in</li> </ul>

			<p>common areas or hallways or with the permission of the regulatory authority and, where appropriate, the Office of Human Rights. Added secure custody to the exception.</p> <ul style="list-style-type: none"> <li>• *Moved another standard regarding privacy to this section.</li> </ul>
400	510	Living rooms and indoor recreation space	<ul style="list-style-type: none"> <li>• *Clarified that secure custody does not have to have a living room area.</li> <li>• *Clarified that all facilities need to have indoor recreation space and materials.</li> <li>• *Clarified that facilities with 13 or more residents need to have indoor recreation space separate from the living room.</li> </ul>
450	560	Staff quarters	<ul style="list-style-type: none"> <li>• *Deleted the requirement that live-in staff have a separate living room.</li> <li>• *Deleted the requirement that a bed be provided for overnight staff.</li> </ul>
490	600	Housekeeping and maintenance	*Deleted the requirement for linens to be clean and in good repair as this is required in another standard.
500	610	Farm and domestic animals	<ul style="list-style-type: none"> <li>• *Combined the standards for quartering animals a reasonable distance from sleeping, eating, food preparation areas, and from water supplies.</li> <li>• *Deleted the requirement for removing manure as this is required in another standard.</li> </ul>
510	1090	Campsite	<ul style="list-style-type: none"> <li>• *Moved this section to Special Programs</li> <li>• *All standards that duplicated the VDH's summer camp regulation were deleted as VDH's standards should be applied to these facilities.</li> </ul>
530	630	Admission procedures	<ul style="list-style-type: none"> <li>• Adds exclusion criteria and a description of how educational services will be provided to the population served to the admission criteria requirements to better determine that the facility is serving a population they can manage.</li> <li>• Adds a requirement that each facility shall provide documentation showing proof of contractual agreements or staff expertise to provide educational services, counseling services, psychological services, medical services or any other services needed to serve the resident. This requirement better ensures that staff are qualified to work with the residents.</li> <li>• *Deleted the requirement that admission criteria be available to prospective residents, guardians, and placing agencies.</li> </ul>

540	640	Maintenance of resident's records	<ul style="list-style-type: none"> <li>• *Added requirement for policies and procedures for management and protection of records, both written and automated records.</li> <li>• *Added that a separate health record may be kept for residents. (HIPAA)</li> <li>• *Changed requirement to consolidate a resident's record to allowing the case and health record to be kept separate.</li> </ul>
550	650	Interstate compact on the placement of children	<ul style="list-style-type: none"> <li>• *Added a requirement that documentation that the provider has sent serious incident reports to the administrator of the Virginia Interstate Compact on the Placement of Children and shall be kept in the resident's record.</li> <li>• *Added a requirement that within 5 days, documentation of the notification to Interstate that a resident has been transferred to another facility sponsored by the same agency must be in the record.</li> <li>• *Clarified that the administrator of the Virginia Interstate Compact be notified in writing within 10 days that the resident has been discharged.</li> <li>• *Added that the provider shall not discharge or send out-of-state youth in the custody of out-of-state social services agencies and courts to reside with a parent, relative, or other individual who lives in Virginia without the approval of the administrator of the Virginia Interstate Compact on the Placement of Children.</li> </ul> <p>All additions are current requirements of the Interstate Compact.</p>
570	670	Emergency and self-admission	<ul style="list-style-type: none"> <li>• Deletes item 3, as this requirement is a repeat of the first requirement.</li> <li>• Adds a requirement to justify why a child was admitted on an emergency basis to ensure that admissions are assessed appropriately.</li> <li>• Adds a requirement for documentation that an emergency admission meets the facility's admission criteria to ensure that the facility is only accepting residents they can manage.</li> </ul>
580	680	Application for admission	<ul style="list-style-type: none"> <li>• *Changed the admissions requirement to require that all admissions be based on an application, except for court ordered placements and transfers between facilities operated by the same</li> </ul>

			<p>sponsor.</p> <ul style="list-style-type: none"> <li>• *Added a requirement that facilities accepting emergency or diagnostic admissions develop an admission application to be completed at the time of placement or prior to placement.</li> <li>• Adds to the requirement that facilities gather health information during the admission process that immunization requirements also be obtained to better ensure that health needs are met for each resident.</li> <li>• Adds requirement to compile information on behavior support needs of the resident to ensure that the applicant is suitable for the program.</li> <li>• Adds a requirement that each facility develop and implement policies and procedures to assess each application for admission to ensure that each resident is suitable for the program.</li> </ul>
590	NA	Preplacement activities documentation	*The requirements regarding preplacement visits were deleted as preplacement visits were often conducted at the time of placement.
600	690	Written placement agreement	<ul style="list-style-type: none"> <li>• *Clarified that the placement agreement be signed by a facility representative and corrected the Code cite.</li> <li>• Added a requirement that the educational plan for the resident and the responsibilities of all parties regarding the educational plan be included in the placement agreement. This addition is added to insure that educational planning begins with the application and to insure that the resident begins school in a timely manner.</li> <li>• Deleted requirement addressing absences of the resident.</li> </ul>
610	700	Face sheet	<ul style="list-style-type: none"> <li>• *Allows for a unique identifier instead of a social security number.</li> <li>• *Clarified that information on the face sheet is to be updated when changes occur.</li> <li>• *Added a requirement that placement changes among facilities with the same sponsor be documented on the face sheet for easier location of the child.</li> </ul>
620	710	Initial objectives and strategies	*Clarified that the initial strategies and objectives are to be measurable.
630	720	Service plan	<ul style="list-style-type: none"> <li>• *Combined the service plan and quarterly report sections.</li> <li>• *Added that the service plan is be written in measurable terms.</li> </ul>

			<ul style="list-style-type: none"> <li>• *Clarified that the discharge plan was a projected plan with an estimated length of stay.</li> <li>• *Timeframes for reviewing the service plan were clarified.</li> <li>• *Added a requirement that the provider develop policies and procedures for a system to document progress of the resident towards obtaining goals and objectives of the service plan which shall include the format; the frequency; and the person responsible.</li> <li>• *Timeframes for writing the quarterly progress report were clarified.</li> <li>• *Clarified that each service plan and revision and each quarterly progress report be signed and dated.</li> <li>• *The requirement that requires participation in the service plan reviews and in the development of the quarterly progress report was clarified to require documentation in the resident's record of the participation.</li> <li>• *Distribution of the service plan and quarterly progress reports is required, if allowed by federal regulations.</li> </ul>
640	730	Resident transfer between residential facilities located in VA and operated by the same sponsor	<ul style="list-style-type: none"> <li>• *The requirement to document a written admission decision was deleted. Changes made to notifications.</li> <li>• *A requirement was added that the justification of the transfer be documented in the record.</li> <li>• *A requirement was added that the sending agency document on the face sheet the name of the facility the resident was transferred to.</li> </ul>
650	740	Discharge	*The requirement to make available or to provide information to the legal guardian or legally authorized representative was revised to require that the information be provided, if appropriate.
670	760	Social services	<ul style="list-style-type: none"> <li>• *"Social services" was changed to "case management services" for clarity.</li> <li>• *The qualifications section to provide case management services was deleted here and added to a new section called case manager in the personnel section.</li> </ul>
690	780	Structured program of care	<ul style="list-style-type: none"> <li>• *The activity log was renamed communication log.</li> <li>• Adds a requirement that the daily routine complies with any facility or locally imposed curfews.</li> </ul>

700	790	Health care procedures	<ul style="list-style-type: none"> <li>• *A new requirement was added for a policy and procedure to assure that information required in 790.B (emergency information) was promptly available.</li> <li>• Clarifications were made to the emergency information section to require information about all allergies including medication allergies, information about substance abuse and use, and past and present medical problems.</li> </ul>
710	800	Medical examination and treatment	<ul style="list-style-type: none"> <li>• *Clarified that record means health record.</li> <li>• *Added a requirement that at the time of placement, except for secure detention and emergency placements, each resident have a screening assessment as evidenced by the completion of a form containing the elements of a current tuberculosis risk assessment screening form published by the VA Department of Health (VDH). The screening assessment can be no older than 30 days. Secure detention and emergency placements have 5 days to complete the screening assessment. (Recommended by VDH)</li> <li>• *A screening assessment must be completed annually on each resident. (Recommended by VDH)</li> <li>• It was clarified that the annual exam could be performed by a physician or under the direction of a physician.</li> <li>• Clarified that the physical exam report include immunizations administered at the time of the exam.</li> <li>• *The policies and procedures regarding universal precautions must now be approved by a medical professional.</li> </ul>
720	810	Medication	<p>To reduce medication errors:</p> <ul style="list-style-type: none"> <li>• A clarification was made that over-the-counter drugs also be prescribed by a person authorized by law to prescribe medication.</li> <li>• "Licensed physician" was changed to "person authorized by law to prescribe medication" when talking about prescribing medication.</li> <li>• Components of the daily medication administration log were specified.</li> <li>• A requirement was added to require documentation of medication refusals and that the prescribing professional be consulted unless the issue was covered in standing</li> </ul>

			<p>orders.</p> <ul style="list-style-type: none"> <li>• A requirement was added that the provider develop policies and procedures for documenting medication errors, reviewing medication errors and reactions and making any necessary improvements, the disposal of medication, the storage of controlled substances, and the distribution of medication off campus. The policy must be approved by a health care professional. The provider shall keep documentation of this approval.</li> <li>• *<i>“Other emergency numbers”</i> was added to the requirement to post the poison control number by or on the phone.</li> <li>• The requirement to have an unexpired bottle of Syrup of Ipecac and activated charcoal were deleted at the advice of health professionals.</li> </ul>
730	820	Nutrition	*Revised to require menus of actual meals be kept.
740	830	Staff supervision of children	<ul style="list-style-type: none"> <li>• *<i>“Children”</i> was changed to <i>“resident.”</i></li> <li>• Amends the requirements for supervision policies to include contingency plans for resident illnesses, emergencies, off campus activities, and resident preferences. This requirement will better ensure that residents are appropriately supervised in all situations.</li> <li>• *The facility must write policies and procedures based on the needs of the population served, types of services offered, qualifications of staff on duty, and number of residents.</li> <li>• *Ratio of staff to residents during awake hours shall be 1:8 unless the lead agency has approved or required a different ratio.</li> <li>• *A procedure is included for providers to request a different ratio.</li> <li>• *The requirements for specific staff to resident ratios in special programs were deleted as the requirement to write policies and procedures was added.</li> <li>• *DJJ will establish their own ratios.</li> <li>• *The requirement that supervision policies or a summary of the policies be provided, upon request, to the placing agency or legal guardian prior to placement was deleted as it was difficult to regulate.</li> </ul>
750	840	Emergency telephone numbers	<ul style="list-style-type: none"> <li>• Requirements that providers must have an emergency number where a</li> </ul>

			<p>staff person can be reached 24 hours a day were clarified.</p> <ul style="list-style-type: none"> <li>• When a resident is off campus they are to be given an emergency number. Any adults who are responsible for the resident while he is off campus is also to be given the emergency number.</li> </ul>
770	850	Searches	<p>*A requirement to conduct pat downs in accordance with policies and procedures was deleted as all policies and procedures should be followed.</p>
780	860	Management of resident behavior	<ul style="list-style-type: none"> <li>• *Changed this section to Behavior support.</li> <li>• *Required a behavior support plan with 30 days of admission developed with the resident, the resident's legal guardian, placing agency staff, facility staff, and other key players.</li> <li>• *Requires that staff be knowledgeable of behavior support plan before working alone with resident.</li> </ul>
790	870	Confinement	<ul style="list-style-type: none"> <li>• *"Confinement" was changed to "timeout" in accordance with the Human Rights Regulation.</li> <li>• A resident placed in timeout shall be checked every 15 minutes instead of every 30 minutes.</li> </ul>
800	880	Prohibitions	<p>The name of the Department for Rights of Virginians with Disabilities was changed to the Virginia Office of Protection and Advocacy.</p>
810	890	Chemical or mechanical restraints	<p>*"Chemical restraint" was changed to "pharmacological restraint" to comply with the Human Rights Regulation.</p>
820	900	Physical restraint	<ul style="list-style-type: none"> <li>• *Section was changed to Behavior Interventions.</li> <li>• *Requirements from former behavior management section were moved to this section. Because the goal is for residents to manage their own behavior, behavior support is emphasized. Less focus should be put on behavior management and physical restraint.</li> <li>• *Components of the policies and procedures for behavior intervention and management of resident behavior were specified to include the definition and list of techniques that are used and are available for use in the order of their relative degree of restrictiveness; the staff members who may authorize the use of each technique; and the processes for implementing such policies and procedures.</li> <li>• *The exception for giving copies of the policies regarding behavior</li> </ul>

			<p>management and all revisions to those residents with diagnosed mental disabilities resulting in the loss of the cognitive ability to understand the information was deleted.</p> <ul style="list-style-type: none"> <li>• *"Referral agency" was changed to "placing agency."</li> <li>• The requirement to develop and implement policies and procedures governing the use of physical restraint was clarified to include the identification of the staff person who will write the report and timeframe; the staff person who will review the report and timeframe; and methods to be followed should physical restraint, less intrusive interventions, or measures permitted by other applicable state regulations prove unsuccessful in calming and moderating the resident's behavior.</li> <li>• A requirement was added that all incidents of physical restraint shall be reviewed and evaluated to plan for continued staff development for performance improvement.</li> <li>• *The word intrusive was changed to less restrictive.</li> <li>• In the documentation of all incidents of physical restraint the components, circumstances and reasons for restraint, were replaced with justification for the restraint. The signature of the person completing the report and the date and a reviewer's signature and date was added to the documentation requirements.</li> <li>• *Training in the provider's behavior management policies was added to the staff development section.</li> <li>• A requirement that providers ensure that restraint may only be implemented, monitored, and discontinued by staff who have been trained in the proper and safe use of restraint, including hands-on techniques if applicable, by an individual experienced in training staff in the management of behavior for the population served replaced the requirement that physical restraint be applied only by staff who have been trained in the facility's physical restraint procedures and techniques.</li> </ul> <p>These requirements are to insure that inappropriate and possibly harmful behavior</p>
--	--	--	--

			management techniques are not applied to residents.
--	--	--	---

840	NA	Timeout	*This section was deleted as the previous section on confinement was changed to timeout to be in agreement with the Human Rights Regulation.
850	920	Education	<ul style="list-style-type: none"> <li>• *A requirement was added that residents be enrolled in an educational program within 5 school business days of admission and documentation of the enrollment be kept in the record.</li> <li>• A requirement was added that documentation regarding contact with the resident's home school be kept in the record.</li> </ul>
870	940	Recreation	<ul style="list-style-type: none"> <li>• *A new requirement was added for the provider to develop and implement policies and procedures to ensure the safety of residents participating in recreational activities to include a certified life guard for all swimming activities.</li> <li>• To ensure that overnight trips are properly planned and that appropriate decisions are made, adds requirements that for all overnight recreational trips away from the facility, the provider will document trip planning to include: <ul style="list-style-type: none"> <li>○ A supervision plan for the entire duration of the activity including awake and sleeping hours;</li> <li>○ Plan for safekeeping and distribution of medication;</li> <li>○ Overall emergency, safety, and communication plan for the activity including emergency numbers of facility administration;</li> <li>○ Staff training and experience requirements for each activity;</li> <li>○ Resident preparation for each activity;</li> <li>○ Plan to ensure that all necessary equipment for the activity is in good repair and appropriate for the activity;</li> <li>○ Trip schedule giving addresses and phone numbers of locations to be visited and how the location was chosen/evaluated;</li> <li>○ Plan to evaluate residents' physical health throughout the activity and to ensure that the activity is conducted within the boundaries of the resident's capabilities, dignity, and respect for self-determination;</li> </ul> </li> </ul>

			<ul style="list-style-type: none"> <li>○ Plan to ensure that if residents are to participate in an swimming activity, a certified lifeguard will supervise the activity; and</li> <li>○ Plan to ensure that any variation from the trip plans and the reason for the variation are documented.</li> </ul> <p>The expectations of trip planning will change depending on the facility size, the population served, the number of residents, and the type of trip.</p> <ul style="list-style-type: none"> <li>• *A requirement was added that for all out-of-state or out-of-country trips written permission must be received from each resident's legal guardian and kept in the resident's record.</li> </ul>
880	950	Community relationships	<ul style="list-style-type: none"> <li>• Adds a requirement that each facility shall have a community liaison that will be responsible for facilitating cooperative relationships with neighbors, the school system, local law enforcement, local government officials, and the community at large</li> <li>• Adds a requirement that each facility shall develop and implement policies and procedures for promoting positive relationships with the neighbors that shall be approved by the regulatory authority.</li> <li>• Adds a requirement that each facility shall show evidence that staff have been trained on good neighbor policies and community relations – added to staff development section 310.</li> </ul>
910	980	Work and employment	*The requirement that facilities have and implement policies and procedures to ensure that the work and pay of residents complies with applicable laws governing wages and hours and laws governing labor and employment of children in both work assignments and employment was changed to require the program director to evaluate the appropriateness of the work and the fairness of the pay.
925	1000	Resident Visitation at the Homes of Staff	*A requirement was added to keep the written permission in the resident's record.
950	1030	Emergency reports	<ul style="list-style-type: none"> <li>• *"Emergency report" was changed to "serious incident report" as this is the more accepted term.</li> <li>• *It was clarified that the provider is to notify the regulatory authority within 24 hours of any serious illness or injury, any death of a resident, and all other situations as required by the</li> </ul>

			regulatory authority. The standard includes the elements of the report that is to be submitted.
960	1040	Suspected child abuse or neglect	*The word incident was changed to suspected abuse or neglect.
965	1050	Grievance procedures	*A requirement was added that all documentation regarding grievances be kept on file at the facility for three years, unless other regulations require a longer retention period.
970	1060	Emergency and evacuation procedures	<ul style="list-style-type: none"> <li>• A requirement was added to develop an emergency preparedness and response plan for all locations with consultation of the local emergency coordinator.</li> <li>• A requirement was added that the provider develop and implement emergency preparedness and response training for all employees, contractors, students, and volunteers within 14 days of begin date or before an individual is alone supervising residents and annually thereafter.</li> </ul>
980,990, and 1000			<ul style="list-style-type: none"> <li>• Sections were deleted as requirements were moved to 1060.</li> </ul>
NA	1070	Independent living programs	<ul style="list-style-type: none"> <li>• *Independent Living programs must use approved independent living curriculums and materials covering 16 required topics.</li> <li>• *Within 14 days of placement an assessment must be completed on each resident using an approved assessment tool and covering the 16 topics.</li> <li>• *Resident's service plans must reflect the 16 topic areas.</li> <li>• *Staff must be trained within 14 days of hire on the curriculum and materials used by the program.</li> <li>• Requirements added as several programs identified themselves as independent living programs but offered few structured services.</li> </ul>
NA	1080	Mother/Baby programs	<ul style="list-style-type: none"> <li>• *A new section was added for mother/baby programs.</li> <li>• *Requirements were added for staff training specific to working with babies and toddlers.</li> <li>• *Requirements were added for documentation of information regarding the baby/toddler.</li> <li>• *Requirements were added to ensure the safety of the infant toddler and to ensure the baby's proper development.</li> </ul> <p>The number of mother/baby programs is increasing and the regulation had few standards to address this type of program.</p>

510	1090	Camping/Adventure activities	<ul style="list-style-type: none"> <li>• *A new section was added regarding program activities at campsite programs and for programs who participate in adventure activities as the regulation had few requirements addressing program issues.</li> <li>• *Requirements were added to ensure that appropriate trip planning and safety precautions are taken on wilderness and adventure activities.</li> </ul> <p>*As it has been determined that the Department of Health's summer camp regulation will be applied to campsite programs most of the environmental standards were deleted under § 510. The remaining standards were moved to this section to keep all the campsite standards together.</p>
Initial Application	NA	Forms	Added to the certifications that the applicant has received and read information regarding the siting of a children's residential facility.

\* Indicates standards revisions that were not part of the emergency regulation

# Board of Education Agenda Item

Item: \_\_\_\_\_ C. \_\_\_\_\_

Date: \_\_\_\_\_ March 29, 2007 \_\_\_\_\_

**Topic:** Report from the Advisory Board on Teacher Education and Licensure on Recommendations on the Proposed Regulations Governing the Review and Approval of Education Programs in Virginia (8 VAC 20-542-10 et seq.) and Proposed Regulations Governing the Licensure of School Personnel (8 VAC 20-22-10 et seq.)

**Presenters:** Mrs. Linda Kelly, Chair of the Advisory Board on Teacher Education and Licensure

**Telephone Number:** (804) 371-2522 **E-Mail Address:** Patty. Pitts@doe.virginia.gov  
Patty S. Pitts (Asst. Supt. for Teacher Education and Licensure)

## Origin:

\_\_\_\_\_ Topic presented for information only (no board action required)

X Board review required by  
    X State or federal law or regulation  
    \_\_\_\_\_ Board of Education regulation  
    \_\_\_\_\_ Other: \_\_\_\_\_

\_\_\_\_\_ Action requested at this meeting    \_\_\_\_\_ Action requested at future meeting: \_\_\_\_\_ (date)

X Previous review/action  
Proposed Regulations Governing Approved Programs for Virginia Institutions of Higher Education  
date January 12, 2005, September 21, 2005, and June 28, 2006  
action January 12, 2005: First Review of Notice of Intended Regulatory Action (NOIRA) to Amend the Regulations Governing Approved Programs for Virginia Institutions of Higher Education (8 VAC 20-541-10 et seq.)  
September 21, 2005: First Review of Proposed Regulations Governing the Review and Approval of Education Programs in Virginia (8 VAC 20-542-10 et seq.)  
June 28, 2006: Second Review of Proposed Additional Revisions to the Regulations Governing the Review and Approval of Education Programs in Virginia (8 VAC 20-542-10 et seq.)  
Proposed Regulations Governing the Licensure of School Personnel  
date January 12, 2005, July 27, 2005, and June 28, 2006  
action January 12, 2005: First Review of the Notice of Intended Regulatory Action (NOIRA) to Amend the Regulations Governing the Licensure of School Personnel (8 VAC 20-21-10 et seq.)  
July 27, 2005: First Review the Proposed Revisions to the Regulations Governing the Licensure of School Personnel (8 VAC20-22-10 et seq.); and  
June 28, 2006: Second Review of Additional Revisions to Proposed Regulations Governing the Licensure of School Personnel (8 VAC20-22-10 et seq.)

## **Background Information:**

Section 22.1-305.2 of the *Code of Virginia*, establishing the Advisory Board on Teacher Education and Licensure, in part, states:

There is hereby established the Advisory Board on Teacher Education and Licensure which shall consist of nineteen members to be appointed by the Board of Education. Ten members of the Advisory Board shall be classroom teachers, with at least the following representation: three elementary school teachers, three middle school teachers, and three high school teachers. Three members of the Advisory Board shall be school administrators, one of whom shall be a school principal, one of whom shall be a division superintendent, and one of whom shall be a school personnel administrator. Two members of the Advisory Board shall be faculty members in teacher preparation programs in public or private institutions of higher education, who may represent the arts and sciences. One member of the Advisory Board shall be a member of a school board. One member of the Advisory Board shall be a member of a parent-teacher association. One member of the Advisory Board shall be a representative of the business community and one member shall be a citizen at large. The Superintendent of Public Instruction or his designee and the Director of the State Council of Higher Education or his designee and the Chancellor of the Virginia Community College System or his designee shall serve as nonvoting ex officio members of the Advisory Board...

The Advisory Board on Teacher Education and Licensure shall advise the Board of Education and submit recommendations on policies applicable to the qualifications, examination, licensure, and regulation of school personnel including revocation, suspension, denial, cancellation, reinstatement, and renewals of licensure, fees for processing applications, standards for the approval of preparation programs, reciprocal approval of preparation programs, and other related matters as the Board of Education may request or the Advisory Board may deem necessary. The final authority for licensure of school personnel shall remain with the Board of Education.

## **Summary of Major Elements**

The Advisory Board on Teacher Education and Licensure participated in the development of the *Regulations Governing the Review and Approval of Education Programs in Virginia* and the *Regulations Governing the Licensure of School Personnel*.

The 60-day public comment period, required by the Administrative Process Act (APA), for both sets of regulations was held October 15, 2006, through December 15, 2006. The Virginia Department of Education held public hearings on November 29, 2006, in Richmond, Virginia; December 5, 2006, in Blacksburg, Virginia; and on December 7, 2006, in Fairfax, Virginia. Summaries of comments were sent to the members of the Advisory Board on Teacher Education and Licensure for their review and recommendations.

The Advisory Board reviewed the summary of public comment for the *Regulations Governing the Review and Approval of Education Programs in Virginia* and the *Regulations Governing the Licensure of School Personnel* at its January 22, 2007, and March 19, 2007, meetings.

The Advisory Board recommends that the Board of Education approve the Superintendent of Public Instruction's recommendations for the *Regulations Governing the Review and Approval of Education Programs in Virginia* and the *Regulations Governing the Licensure of School Personnel* with one exception in the licensure regulations. The Advisory Board recommends that the Board of Education continue to allow three years under a provisional license for individuals to complete the professional teacher's assessments prescribed by the Board of Education.

**Superintendent's Recommendation:**

The Superintendent of Public Instruction recommends that the Board of Education receive the report from the Advisory Board on Teacher Education and Licensure.

**Impact on Resources: N/A**

**Timetable for Further Review/Action:** The proposed *Regulations Governing the Review and Approval of Education Programs in Virginia* and the *Regulations Governing the Licensure of School Personnel* are subject to Board of Education approval and the requirements of the Administrative Process Act.

# Board of Education Agenda Item

Item: \_\_\_\_\_ D. \_\_\_\_\_

Date: \_\_\_\_\_ March 29, 2007 \_\_\_\_\_

**Topic:** Final Review of Proposed Regulations Governing the Review and Approval of Education Programs in Virginia (8 VAC 20-542-10 et seq)

**Presenter:** Mrs. Patty S. Pitts, Assistant Superintendent, Division of Teacher Education and Licensure

**Telephone Number:** (804) 371-2522

**E-Mail Address:** Patty.Pitts@doe.virginia.gov

## Origin:

\_\_\_\_\_ Topic presented for information only (no board action required)

X Board review required by

X State or federal law or regulation

\_\_\_\_\_ Board of Education regulation

\_\_\_\_\_ Other: \_\_\_\_\_

X Action requested at this meeting: \_\_\_\_\_ Action requested at future meeting: \_\_\_\_\_ (date)

## Previous Review/Action:

\_\_\_\_\_ No previous board review/action

X Previous review/action

date: January 12, 2005; September 21, 2005; and June 28, 2006

action: January 12, 2005: Authorization to proceed with Notice of Intended Regulatory Action; September 21, 2005: First Review of Proposed Regulations Governing the Review and Approval of Education Programs in Virginia(8 VAC 20-542-10 et seq.)

June 28, 2006: Second Review of Additional Revisions to Proposed Regulations Governing the Review and Approval of Education Programs in Virginia (8 VAC 20-542-10 et seq.)

## Background Information:

As stipulated in Section 22.1-298 of the *Code of Virginia*, the Board of Education prescribes the requirements for the licensure of teachers and establishes other requirements for teacher preparation. On June 28, 2006, the Board of Education approved proposed additional revisions to the *Regulations Governing the Review and Approval of Education Programs in Virginia* (8 VAC 20-542 –10 et seq.), and authorized Department of Education personnel to continue the requirements of the Administrative Process Act (APA).

## Summary of Major Elements:

Attached are the proposed *Regulations Governing the Review and Approval of Education Programs in Virginia* and a summary of the major revisions. The current regulations that became effective in July 2001, will be repealed, and new regulations will be promulgated by the Board of Education.

The 60-day public comment period, required by the Administrative Process Act (APA), for the *Regulations Governing the Review and Approval of Education Programs in Virginia* was held October 15, 2006, through December 15, 2006. The Virginia Department of Education held public hearings on November 29, 2006, in Richmond, Virginia; December 5, 2006, in Blacksburg, Virginia, and Fairfax, Virginia; and, on December 7, 2007, in Hampton, Virginia. Attached is a summary of the public comment received.

#### **Superintendent's Recommendation:**

The Superintendent of Public Instruction recommends that the Board of Education adopt the proposed *Regulations Governing the Review and Approval of Education Programs in Virginia* and authorize the Department of Education personnel to continue the Administrative Process Act.

#### **Impact on Resources:**

The impact on resources for the revision of these regulations is not expected to be significant. The impact is primarily on human resources to implement the regulations.

#### **Timetable for Further Review/Action:**

The proposed regulations will become effective subject to the timelines established in the Administrative Process Act.

## **Attachment 1**

### **PROPOSED REVISIONS TO THE FINAL REGULATIONS GOVERNING REVIEW AND APPROVAL OF EDUCATION PROGRAMS IN VIRGINIA**

#### **8 VAC 20-542-10. Definitions**

- Selected definitions have been revised to conform with changes in Parts II through VII of the proposed regulations:
  - “Accredited institution” means an institution of higher education accredited by a regional accrediting agency recognized by the United States Department of Education.
  - “Accredited program” means a Virginia professional education program accredited by the National Council for the Accreditation of Teacher Education (NCATE), or the Teacher Education Accreditation Council (TEAC), or a process approved by the Board of Education.
  - “Biennial accountability measures” means those specific benchmarks set forth in Part IV, 8 VAC 20-542-40 to meet the standards required to obtain or maintain program approval status.
  - “Biennial report” means the report submitted to the Virginia Department of Education every two years by approved education programs.
  - “Candidates” means individuals enrolled in education programs.
  - “Candidates completing a program” means individuals who have successfully completed all coursework, required assessments, including those prescribed by the Board of Education, and supervised student teaching or required internship.
  - “Candidates exiting a program” means individuals who have successfully completed all coursework, regardless of whether the individuals attempted, passed, or failed required assessments, including those prescribed by the Board of Education, and/or who may not have completed supervised student teaching or required internship.
  - “Field experiences” means program components that are conducted in off-campus settings or on-campus settings dedicated to the instruction of children who would or could otherwise be served by school divisions in Virginia, or accredited Virginia non-public schools, and are accredited for this purpose by external entities such as regional accrediting agencies. They include classroom observations, tutoring, assisting teachers and school administrators, student teaching, and internships.

- “Professional education program” means the Virginia institution, college, school, department, or other administrative body within a Virginia institution of higher education, or another entity for a defined educator preparation program that is primarily responsible for the preparation of teachers and other professional school personnel.
- “Regional accrediting agency” means one of the six accrediting associations, including New England Association of Schools and Colleges; Middle States Association of Colleges and Schools; North Central Association of Colleges and Schools; Southern Association of Colleges and Schools; Western Association of Schools and Colleges, recognized by the United States Department of Education.

## **8 VAC 20-542-20. Administering the Regulations**

- The following modifications have been incorporated in this section:
  - Professional education programs in Virginia shall obtain national accreditation from the National Council for the Accreditation of Teacher Education (NCATE), the Teacher Education Accreditation Council (TEAC), or a process approved by the Board of Education.
  - Teacher candidates shall complete academic degrees in the arts and sciences (or equivalent), except in health, physical, and career and technical education. Candidates in early/primary education (preK-3), elementary education (pre-K-6), middle education (6-8), and special education programs may complete a major in interdisciplinary studies or its equivalent.
  - Professional studies coursework and methodology, excluding field experiences, are limited to 24 semester hours for any baccalaureate degree program (or equivalent thereof) in early/primary education (prek-3), elementary education (prek-6), and special education. All other baccalaureate degree programs (or equivalent thereof) shall not exceed 18 semester hours of professional coursework and methodology, excluding field experiences.
  - Institutions of higher education seeking approval of an education program shall be accredited by a regional accrediting agency.
  - If a professional education program fails to maintain accreditation, enrolled candidates shall be permitted to complete their programs of study. Professional education programs shall not admit new candidates. Candidates shall be notified of program approval status.
  - Education programs shall ensure that candidates demonstrate proficiency in the use of educational technology for instruction and complete study in child abuse recognition and intervention.

- Standards and procedures for the review and approval of each education program shall adhere to procedures for administering the regulations as defined in Part II, 8 VAC 20-542-20, Part IV, 8 VAC 20-542-40, Part V, 8 VAC 20-542-50, and Part VII, 8 VAC 20-542-70. These procedures shall result in biennial recommendations to the Board of Education for one of the following three ratings: “approved,” “approved with stipulations,” or “approval denied.”
- Education programs in Virginia shall be approved under these regulations biennially based on compliance with the criteria described in 8 VAC 20-542-40.
- Education programs in Virginia shall submit to the Department of Education, on behalf of each education program under consideration, a Program Compliance Certification Affidavit in accordance with Department procedures and timelines.
- The education program administrator shall maintain copies of approved programs and required reports.
- The Department of Education may conduct on-site visits to review programs and verify data.

#### **8 VAC 20-542-30. Accreditation or a Process Approved by the Board of Education**

- Each professional education program in Virginia shall obtain and maintain national accreditation from the National Council for the Accreditation of Teacher Education (NCATE), the Teacher Education Accreditation Council (TEAC), or a process approved by the Board of Education.
- Each Virginia professional education program seeking accreditation through a process approved by the Board of Education shall be reviewed. A report of the review shall be submitted to the Board of Education in accordance with established timelines and procedures and shall include one of the following recommendations: 1) accredited; 2) accredited with stipulations; or 3) accreditation denied.
  - Accredited – The professional education program meets standards outlined in Part VI, 8 VAC 20-542-60.
  - Accredited with Stipulations – The professional education program has met the standards minimally, but significant weaknesses have been identified. Within a two-year period, the professional education program shall fully meet standards as set forth in Part VI, 8 VAC 20-542-60.
  - Accreditation Denied – The professional education program has not met standards as set forth in Part VI, 8 VAC 20-542-60. The State Council of Higher Education for Virginia (SCHEV) shall be notified of this action by the Department of Education. Professional education program accreditation that has

been denied may be considered by the Board of Education after two years if a written request for review is submitted to the Department of Education.

- Professional education programs in Virginia seeking accreditation through a process approved by the Board of Education shall adhere to the following requirements:
  1. Alignment with the accreditation standards in Part VI, 8 VAC 20-542-60; and
  2. Alignment with the competencies for endorsement areas in Part VII, 8 VAC 20-542-70 of these regulations.

#### **8 VAC 20-542-40. Standards for Biennial Approval of Education Programs**

- Approved education programs in Virginia shall have national accreditation or be accredited by a process approved by the Board of Education and demonstrate achievement biennially of the following accountability measures:
  1. candidate progress and performance on prescribed Board of Education licensure assessments;
  2. candidate progress and performance on an assessment of basic skills as prescribed by the Board of Education for individuals seeking entry into an approved education preparation program. Indicators of the achievement of this standard shall include the following:
    - Results on Board of Education prescribed entry-level assessments; and
    - Documentation that candidates enrolled in the program who fail to achieve a minimum score established by the board of Education have the opportunity to address any deficiencies;
  3. structured and integrated field experiences to include directed student teaching requirements;
  4. evidence of opportunities for candidates to participate in diverse school settings that provide experiences with populations that include racial, economic, linguistic, and ethnic diversity throughout the program experiences. The indicator of the achievement of this standard shall include evidence that the professional education programs provide opportunities for candidates to have program experiences in diverse school settings that provide experiences with populations that include racial, economic, linguistic, and ethnic diversity schools within each biennial period.
  5. evidence of contributions to prek-12 student achievement by candidates completing the program;

- 6. evidence of employer job satisfaction with candidates completing the program; and
- 7. partnerships and collaborations based on prek-12 school needs.
- Evidence that at least 300 clock hours of field experiences for initial programs (including early exposure to preK-12 classroom experiences) to include a minimum of 150 clock hours of directed student teaching requirements are provided.

#### **8 VAC 20-542-50. Application of Standards for Biennial Approval of Education Programs**

- As a prerequisite to program approval, the professional education program shall have national accreditation or be accredited by a process approved by the Board of Education as prescribed in Part III, 8 VAC 20-542-30 and Part IV, 8 VAC 20-542-60 Failure to do so will result in the education program being designated as “Approval Denied.”
- The education program’s candidate passing rates shall not fall below 70 percent biennially for individuals completing and exiting the program. Achievement of an 80 percent biennial passing rate for individuals completing and exiting the program shall be required by July 1, 2010.
- The education program is responsible to certify documented evidence that the following standards as set forth in 8 VAC 20-542-40 have been met:
  - The education program shall provide evidence of opportunities for candidates to participate in diverse school settings that provide experiences with populations that include racial, economic, linguistic, and ethnic diversity schools throughout the program experiences.
  - The education program is responsible to certify documented evidence that standards as set forth in Part IV, 8 VAC 20-542-40 have been met.
  - The education program shall develop biennial accountability measures to be reviewed and approved by the Board of Education. The education program shall meet or provide documented evidence of progress made toward meeting the biennial accountability measures approved for the following standard.
    - Partnerships and collaborations based on prek-12 school needs.
- After submitting to the Department of Education the information contained in Part V, 8 VAC 20-542-50, the education program shall receive one of the following three ratings:
  1. Approved – The education program has met all standards set forth in Part IV, 8 VAC 20-542-40.

2. Approved with Stipulations – The education program has met standards A and B and is making documented progress toward meeting standards in C and D set forth in Part V, 8 VAC 20-542-50.

3. Approval Denied – The education program has not met standards A and B set forth in Part V, 8 VAC 20-542-50. The program shall be denied and the public notified. The program may resubmit a request for approval at the end of the next biennial period.

#### **8 VAC 20-542-60. Standards for Board of Education Approved Accreditation Process**

- Standards for the Board of Education approved accreditation process are set forth in Part VI, 8 VAC 20-542-60 of the proposed regulations, including the requirement that candidates take basic entry-level competency assessments prescribed by the Virginia Board of Education.

#### **8 VAC 20-542-70. Competencies for Endorsement Areas**

- The competencies in the 1998 *Regulations Governing the Licensure of School Personnel* were modified and moved to the *Proposed Regulations Governing Review and Approval of Education Programs in Virginia*.

#### **8 VAC 20-542-80. Professional studies requirements for early/primary education, elementary education, and middle education**

- Language was edited to be consistent with other competencies.
- Professional studies include the following competency areas:
  - Human growth and development;
  - Curriculum and instructional procedures;
  - Foundations of Education; and
  - Reading.
- The following competencies were added to professional studies:
  - Instructional Design Based on Assessment Data; and
  - Coursework on Classroom and Behavior Management.

#### **8 VAC 20-542-90. Early Childhood for Three- and Four-Year-Olds (Add-on Endorsement)**

- An add-on endorsement for Early Childhood for Three- and Four-Year Olds was established, and competencies are set forth in the proposed regulations.

**8 VAC 20-542-100. Early/primary Education preK-3.**

- Language was added to the competencies to include visual and performing arts.

**8 VAC 20-542-110. Elementary Education preK-6.**

- Language was added to the competencies to include visual and performing arts.

**8 VAC 20-542-130. Professional studies requirements for prek-12 endorsements, special education, secondary grades 6-12 endorsements, and adult education.**

- Professional studies include the following competency areas:
  - Human growth and development;
  - Curriculum and instructional procedures;
  - Foundations of Education; and
  - Reading.
- The following competencies were added to professional studies:
  - Instructional Design Based on Assessment Data; and
  - Coursework on Classroom and Behavior Management.

**8 VAC 20-542-260. Dance Arts preK-12.**

**8 VAC 20-542-390. Music Education- Instrumental preK-12.**

**8 VAC 20-542-400. Music Education- Vocal/Choral preK-12.**

- Language was added to the competencies to reference student “academic needs.”

**8 VAC 20-542-470. Special Education - special education adapted curriculum K-12; and**

**8 VAC 20-542-480. Special Education - special education general curriculum K-12.**

- Endorsements in special education-emotionally disturbances, special education-mental retardation, special education-severe disabilities, and special education-specific learning disabilities were removed.
- New endorsements in special education adapted curriculum K-12 and special education general curriculum K-12 were established.
- Language in the competencies was revised to be consistent with language used in the special education assessments.

**~~8 VAC 20-542-480~~ Special Education - speech-language pathology assistants prek-12].**

- New endorsement requirements for speech-language pathology assistants were removed.

**8 VAC 20-542-510. Theater Arts preK-12.**

- Language was added to the competencies to reference student “academic needs.”

**8 VAC 20-542-520. Visual Arts preK-12.**

- Language was added to the competencies to reference student “academic needs.”

**8 VAC 20-542-530. Administration and supervision prek-12.**

- The requirement of an assessment for school leaders as prescribed by the Board of Education for individuals seeking an initial endorsement for administration and supervision as a principal or an assistant principal was added.
- The requirement of 320 clock hours for completion of field experiences was added.
- Language was edited to align with wording of competencies included in other endorsement areas.

**8 VAC 20-542-540. Mathematics specialist for elementary and middle education.**

- An endorsement in mathematics specialist for elementary and middle education was established.

**8 VAC 20-542-590. Special education speech-language disorders prek-12.**

- The special education speech-language disorders prek-12 endorsement was moved to the pupil personnel services support section of the regulations.

CHAPTER 542.  
REGULATIONS GOVERNING THE REVIEW AND  
APPROVAL OF EDUCATION PROGRAMS IN VIRGINIA.

PART I.  
DEFINITIONS.

**8 VAC 20-542-10. Definitions.**

The following words and terms when used in this chapter shall have the meanings indicated unless the context implies otherwise:

“Accreditation” means a process for assessing and improving academic and educational quality through voluntary peer review. This process informs the public that an institution has a professional education unit that has met national standards of educational quality.

“Accredited institution” means an institution of higher education accredited by a regional accrediting agency recognized by the United States Department of Education.

“Accredited program” means a [Virginia] professional education program accredited by the National Council for the Accreditation of Teacher Education (NCATE), the Teacher Education Accreditation Council (TEAC), or a process approved by the Board of Education.

“Biennial accountability measures” means those specific benchmarks set forth in 8 VAC 20-542-40 to meet the standards required to obtain or maintain program approval status.

“Biennial report” means the report submitted to the Virginia Department of Education every two years by approved education programs.

“Candidates” means individuals enrolled in education programs.

“Candidates completing a program” means individuals who have successfully completed all coursework, required assessments, including those prescribed by the Board of Education, and supervised student teaching or required internship.

“Candidates exiting a program” means individuals who have successfully completed all coursework, regardless of whether the individuals attempted, passed, or failed required assessments, including those prescribed by the Board of Education, and/or who may not have completed supervised student teaching or required internship.

“Distance learning” means a formal educational process in which the majority of the instruction occurs when the learner and the instructor are not in the same place at the same time. In this process, information or distributed learning technology is the likely connector between the learner, the instructor, or the site of program origin.

“Diversity” means the wide range of differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, and geographical area.

“Education program” means a planned sequence of courses and experiences leading to a degree, a state license, or preparation to provide professional education services in schools.

“Exceptionalities” means physical, mental, sensory, and emotional disabilities or differences, including gifted/talented abilities.

“Field experiences” means program components that are conducted in off-campus settings [or on-campus settings dedicated to the instruction of children who would or could otherwise be served by school divisions in Virginia, or accredited non-public schools, and are accredited for this purpose by external entities such as regional accrediting agencies. They include classroom observations, tutoring, assisting teachers and school administrators, student teaching, and internships].

“Full-time faculty” means employees of a higher education institution with full-time assignments within the education program as instructors, professors, administrators, or other professional support personnel (e.g., student teaching supervisor or advisor).

“General education” means courses and other learning experiences in the liberal arts and sciences that candidates in baccalaureate programs typically complete in the first two or three years of their programs for the purpose of becoming liberally educated college students.

“Governance” means the system and structure for defining policy and administering procedures for the professional education program.

“Indicators” means operational definitions that suggest the kinds of evidence that professional education programs shall provide to demonstrate that a standard is met.

“Instructional technology” means the theory and practice of design, development, utilization, management, and evaluation of processes and resources for learning and the use of computers and other technologies.

“Licensing” means the official recognition by a state governmental agency that an individual has met state requirements and is, therefore, approved to practice as a licensed professional.

“Part-time faculty” means employees of a higher education institution who have less than a full-time assignment in the education program. Some part-time faculty are full-time employees of the college or university with a portion of their assignments in the education program. Other part-time faculty are not full-time employees of the institution and are commonly considered adjunct faculty.

“Pedagogical studies” means courses and other learning experiences in which candidates study and apply concepts, theories, and research about effective teaching.

“Professional education faculty” means those individuals who teach one or more courses meeting essential competencies in endorsement areas, provide services to education students (e.g., advising or supervising student teaching) or administer some portion of the education program.

“Professional education program” means the [Virginia] institution, college, school, department, or other administrative body within a Virginia institution of higher education,

or another [Virginia] entity for a defined educator preparation program that is primarily responsible for the preparation of teachers and other professional school personnel.

“Professional studies” means courses and other learning experiences to teach candidates the historical, economic, sociological, philosophical, and psychological foundations of schooling and education.

“Program approval” means the process by which a state governmental agency reviews an education program to determine if it meets the state's standards for the preparation of school personnel.

“Regional accrediting agency” means one of the six accrediting associations, including New England Association of Schools and Colleges, Middle States Association of Colleges and Schools, North Central Association of Colleges and Schools, Northwest Association of Schools and Colleges, Southern Association of Colleges and Schools, and Western Association of Schools and Colleges, recognized by the United States Department of Education.

“Scholarly activities” means the active involvement in an individual’s area of specialization as demonstrated through such faculty activities as research, articles published in refereed journals, program evaluation studies, documentation of ongoing activities, grant-seeking, and presentations at professional meetings.

“School faculty” means licensed practitioners in preK-12 schools who provide on-site instruction, supervision, and direction for candidates during field-based assignments.

“Standards of Learning for Virginia public schools” means the [Ce]ommonwealth’s expectations for student learning and achievement in grades K-12 in English, mathematics, science, history/social science, technology, the fine arts, foreign language, health, and physical education, and driver education.

PART II.

ADMINISTERING THE REGULATIONS.

**8 VAC 20-542-20. Administering the regulations.**

A. Professional education programs [in Virginia] shall obtain national accreditation from the National Council for the Accreditation of Teacher Education (NCATE), the Teacher Education Accreditation Council (TEAC), or a process approved by the Board of Education.

B. Teacher candidates shall complete academic degrees in the arts and sciences (or equivalent), except in health, physical, and career and technical education. Candidates in early/primary education (preK-3), elementary education (preK-6), middle education (6-8), and special education programs may complete a major in interdisciplinary studies or its equivalent.

C. Professional studies coursework and methodology, excluding field experiences, are limited to 24 semester hours for any baccalaureate degree program (or equivalent thereof) in early/primary education (preK-3), elementary education (preK-6), and special education. All other baccalaureate degree programs (or equivalent thereof) shall not exceed 18 semester hours of professional coursework and methodology, excluding field experiences.

D. Institutions of higher education seeking approval of an education program shall be accredited by a regional accrediting agency.

E. If a professional education program fails to maintain accreditation, enrolled candidates shall be permitted to complete their programs of study. Professional education programs shall not admit new candidates. Candidates shall be notified of program approval status.

F. Education programs shall ensure that candidates demonstrate proficiency in the use of educational technology for instruction and complete study in child abuse recognition and intervention.

G. Standards and procedures for the review and approval of each education program shall adhere to procedures for administering the regulations as defined in this section and in 8 VAC 20-542-40, 8 VAC 20-542-50, and 8 VAC 20-542-70. These procedures shall result in biennial recommendations to the Board of Education for one of the following three ratings: “approved,” “approved with stipulations,” or “approval denied.”

H. Education programs shall be approved under these regulations biennially based on compliance with the criteria described in 8 VAC 20-542-40.

I. Education programs shall submit to the Department of Education, on behalf of each education program under consideration, a Program Compliance Certification Affidavit in accordance with department procedures and timelines.

J. The education program administrator shall maintain copies of approved programs and required reports.

K. The Department of Education may conduct on-site visits to review programs and verify data.

L. The Advisory Board on Teacher Education and Licensure (ABTEL) is authorized to review and make recommendations to the Board of Education on approval of [Virginia professional education]programs for school personnel. The Board of Education has final authority on program approval.

M. Modifications may be made by the Superintendent of Public Instruction in the administration of these regulations. Proposed modifications shall be made in writing to the Superintendent of Public Instruction, Commonwealth of Virginia.

### PART III.

#### ACCREDITATION OR A PROCESS APPROVED BY THE BOARD OF EDUCATION.

#### **8 VAC 20-542-30. Options for accreditation or a process approved by the Board of Education.**

A. Each professional education program [in Virginia] shall obtain and maintain national accreditation from the National Council for the Accreditation of Teacher Education

(NCATE), the Teacher Education Accreditation Council (TEAC), or a process approved by the Board of Education.

B. Each [Virginia] professional education program seeking accreditation through a process approved by the Board of Education shall be reviewed. A report of the review shall be submitted to the Board of Education in accordance with established timelines and procedures and shall include one of the following recommendations:

1. Accredited. The professional education program meets standards outlined in 8 VAC 20-542-60.

2. Accredited with stipulations. The professional education program has met the standards minimally, but significant weaknesses have been identified. Within a two-year period, the professional education program shall fully meet standards as set forth in 8 VAC 20-542-60.

3. Accreditation denied. The professional education program has not met standards as set forth in 8 VAC 20-542-60. The State Council of Higher Education for Virginia (SCHEV) shall be notified of this action by the Department of Education.

C. Professional education program accreditation that has been denied may be considered by the Board of Education after two years if a written request for review is submitted to the Department of Education.

D. Professional education programs [in Virginia] seeking accreditation through NCATE, TEAC, or an accreditation process approved by the Board of Education shall adhere to the following requirements:

1. Accredited professional education programs shall be aligned with standards in 8 VAC 20-542-60; and

2. Accredited professional education programs shall be aligned with competencies in 8 VAC 20-542-70 through 8 VAC 20-542-600.

E. Professional education programs [in Virginia] seeking accreditation through a process approved by the Board of Education shall follow procedures and timelines as prescribed by the Department of Education.

#### PART IV.

#### STANDARDS FOR BIENNIAL APPROVAL OF EDUCATION PROGRAMS.

#### **8 VAC 20-542-40. Standards for biennial approval of education programs.**

Approved education programs in Virginia shall have national accreditation or be accredited by a process approved by the Board of Education and demonstrate achievement biennially of the following accountability measures:

1. Candidate progress and performance on prescribed Board of Education licensure assessments. Candidate passing rates, reported by percentages, shall not fall below 70% biennially for individuals completing and exiting the program. Achievement of an 80% biennial passing rate shall be required by July 1, 2010. Candidates completing a program shall have successfully completed all coursework, required assessments, including those prescribed by the Board of Education, and supervised student teaching or internship. Candidates exiting a program shall have successfully completed all coursework, regardless of whether the individuals attempted, passed, or failed required assessments, including those prescribed by the Board of Education, and/or who may not have completed supervised student teaching or required internship.

2. Candidate progress and performance on an assessment of basic skills as prescribed by the Board of Education for individuals seeking entry into an approved education preparation program. Indicators of the achievement of this standard shall include the following:

- a. Results on Board of Education prescribed entry-level assessments; and
- b. Documentation [of tutorial assistance] [that candidates enrolled in the program who fail to achieve a minimum score established by the Board of Education have the opportunity to address any deficiencies].

3. Structured and integrated field experiences to include student teaching requirements.

Indicators of the achievement of this standard shall include the following:

a. Evidence that candidates receive quality structured and integrated field experiences that prepare them to work in diverse educational environments; and

b. Evidence that at least ~~500~~ 300 clock hours of field experiences for initial programs (including early exposure to preK-12 classroom experiences) to include a minimum of ~~300~~ 150 clock hours of directed student teaching requirements are provided. Programs in administration and supervision shall provide ~~at least 440 clock hours of~~ field experiences ~~[with a minimum of 320 clock hours]~~ as part of a deliberately structured internship over the duration of a preparation program. The majority of the school level supervised experience shall take place during the school day in concentrated blocks of time when preK-12 students are present.

4. Evidence of opportunities for candidates to participate in ~~hard-to-staff schools~~ [diverse school settings that provide experiences with populations that include racial, economic, linguistic, and ethnic diversity] throughout the program experiences. The indicator of the achievement of this standard shall include evidence that the professional education programs provide opportunities for candidates to have program experiences in ~~hard-to-staff schools~~ [diverse school settings that provide experiences with populations that include racial, economic, linguistic, and ethnic diversity] within each biennial period.]

5. Evidence of contributions to preK-12 student achievement by candidates completing ~~and exiting~~ the program. Indicators of the achievement of this standard shall include the following:

a. Evidence to show that candidates know about, create, and use appropriate and effective assessments in teaching that shall provide dependable information about student achievement;

b. Evidence to document faculty have made provisions for evaluating effects that candidates have on preK-12 student learning in the context of teaching as they design unit assessment systems and assessments for each program; and

c. Evidence that the education program assesses candidates' mastery of exit criteria and performance proficiencies, including the ability to affect student learning, through the use of multiple sources of data such as a culminating experience, portfolios, interviews, videotaped and observed performance in schools, standardized tests, and course grades.

6. Evidence of employer job satisfaction with candidates completing ~~[and exiting]~~ the program. The indicator of the achievement of this standard shall include documentation that the education program has two years of evidence regarding candidate performance based on employer surveys.

7. Partnerships and collaborations based on preK-12 school needs. Indicators of the achievement of this standard shall include the following:

a. Documented evidence that the education program has established partnerships reflecting collaboratively designed program descriptions based on identified needs of the preK-12 community.

b. Documented evidence that the administration and supervision program collaborates with partnering schools to identify and select candidates for school leadership programs who meet local needs, demonstrate both potential for and interest in school leadership, and meet the qualifications for admission to advanced programs.

#### PART V.

#### APPLICATION OF STANDARDS FOR

#### BIENNIAL APPROVAL OF EDUCATION PROGRAMS.

### **8 VAC 20-542-50. Application of the standards.**

A. As a prerequisite to program approval, ~~[the]~~ professional education program[s in Virginia] shall have national accreditation or be accredited by a process approved by the

Board of Education as prescribed in 8 VAC 20-542-30 and 8 VAC 20-542-60. Failure to do so will result in the education program being designated as “approval denied.”

B. The education program’s candidate passing rates shall not fall below 70% biennially for individuals completing and exiting the program. Achievement of an 80% biennial passing rate for individuals completing and exiting the program shall be required by July 1, 2010.

C. The education program is responsible to certify documented evidence that the following standards as set forth in 8 VAC 20-542-40 have been met:

1. The education program shall demonstrate candidate progress and performance on an assessment of basic skills as prescribed by the Board of Education for individuals seeking entry into an approved education preparation program.
2. The education program shall provide structured and integrated field experiences.
3. The education program shall provide evidence of opportunities for candidates to participate in ~~[hard-to-staff schools]~~ [diverse school settings that provide experiences with populations that include racial, economic, linguistic, and ethnic diversity] throughout the program experiences.
4. The education program shall provide evidence of contributions to preK-12 student achievement by candidates completing ~~[and exiting]~~ the program.
5. The education program shall provide evidence of employer job satisfaction with candidates completing ~~[and exiting]~~ the program.

D. The education program shall develop biennial accountability measures to be reviewed and approved by the Board of Education for partnerships and collaborations based on preK-12 school needs.

E. After submitting to the Department of Education the information contained in 8 VAC 20-542-50, ~~[the]~~ education program[s in Virginia] shall receive one of the following three ratings:

1. Approved. The education program has met all standards set forth in 8 VAC 20-542-40.
2. Approved with stipulations. The education program has met standards in subsections A and B of this section and is making documented progress toward meeting standards in subsections C and D of this section.
3. Approval denied. The education program has not met standards in subsections A and B of this section. The program shall be denied and the public notified. The program may resubmit a request for approval at the end of the next biennial period.

## PART VI.

### STANDARDS FOR BOARD OF EDUCATION

#### APPROVED ACCREDITATION PROCESS.

#### **8 VAC 20-542-60. Standards for Board of Education approved accreditation process.**

A. Standard 1: Program Design. The professional education program shall develop and maintain high quality programs that are collaboratively designed and based on identified needs of the preK-12 community. Indicators of the achievement of this standard shall include the following:

1. The program design includes a statement of program philosophy, purposes and goals.
2. The program design incorporates the specific knowledge and skills that are necessary for competence at the entry level for educational professionals.
3. The program design includes a knowledge base that reflects current research, best educational practice and the Virginia Standards of Learning.
4. The program is designed from a framework that is knowledge-based, evidenced-based and articulated and that has been collaboratively developed with various stakeholders.
5. The professional education programs for teachers, school leaders, and other school personnel shall develop the essential entry-level competencies needed for success in preK-12 schools by demonstrating alignment among the general, content, and

professional courses and experiences. Indicators of the achievement of this standard shall include the following:

a. The professional education program develops, implements, and evaluates programs, courses, and activities that enable entry-level candidates to develop the knowledge, skills, and dispositions identified in the program design framework.

b. The professional education program assesses candidates' attainment of the knowledge, skills, and dispositions identified in the program design framework.

c. The professional education program provides evidence that candidates have achieved the knowledge, skills, and dispositions identified in the program design framework.

6. The professional education program shall have multiple well-planned, sequenced, and integrated field experiences that include observations, practica, student teaching, internships, and other opportunities to interact with students and the school environment. Indicators of the achievement of this standard shall include the following:

a. Field experiences provide opportunities for candidates to relate theory to actual practice in classrooms and schools, to create meaningful learning experiences for a variety of students, and to practice in settings with students of diverse backgrounds.

b. Field experiences provide opportunities for candidates to demonstrate competence in the professional teaching or administrative roles for which they are preparing, including opportunities to interact and communicate effectively with parents, community and other stakeholders.

c. Student teaching and other field experiences include a minimum of [500][300]-clock hours, with at least [300] [150] hours of that time spent in directed teaching activities at the level of endorsement. Programs in administration and supervision provide [at least 440 clock hours of] field experiences [with a minimum of 320 clock hours] as part of a deliberately structured internship over the duration of a preparation program.

d. Candidates in education programs complete field experiences, internships, or other supervised activities that allow them to develop and apply the new knowledge and skill gained in their programs.

e. Candidate performance in field experiences is evaluated and documented using multiple assessments, including feedback from education and arts and sciences faculty, school faculty, and peers, as well as self-reflection by candidates.

7. Professional education faculty collaborate with arts and sciences faculty, school personnel, and other members of the professional community to design, deliver, assess, and renew programs for the preparation and continuing development of school personnel and to improve the quality of education in preK-12 schools. Indicators of the achievement of this standard shall include the following:

a. Professional education faculty collaborate with the faculty who teach general and content courses to design and evaluate programs that shall prepare candidates to teach the Standards of Learning.

b. Partnership agreements ensure that professional education faculty collaborate with personnel in partnering schools and school divisions to design and evaluate programs, teaching methods, field experiences, and other activities.

c. Partnership agreements ensure that professional education faculty collaborate with personnel in partnering schools to assess candidates during observations, practica, student teaching, internships, and other field experiences.

d. Opportunities exist for professional education faculty, school personnel, and other members of the professional community to collaborate on the development and refinement of knowledge bases, conduct research, and improve the quality of education.

B. Standard 2: Candidate Performance on Competencies for Endorsement Areas.

Candidates in education programs shall demonstrate the knowledge, skills, and dispositions to meet professional, state, and institutional standards to ensure student

success. Candidates shall demonstrate the competencies specified in 8 VAC 20-542-70 through 8 VAC 20-542- [600][610].

1. Candidates in education programs have completed general education courses and experiences in the liberal arts and sciences and demonstrate the broad theoretical and practical knowledge necessary for teaching and preK-12 student achievement.

Indicators of the achievement of this standard shall include the following:

a. Candidates demonstrate that they have a full command of the English language, use standard English grammar, have rich speaking and writing vocabularies, are knowledgeable of exemplary authors and literary works, and communicate effectively in educational, occupational, and personal areas.

b. Candidates demonstrate that they can solve mathematical problems, communicate and reason mathematically, and make mathematical connections.

c. Candidates demonstrate that they develop and use experimental design in scientific inquiry, use the language of science to communicate understanding of the discipline, investigate phenomena using technology, understand the history of scientific discovery, and make informed decisions regarding contemporary issues in science, including science-related careers.

d. Candidates demonstrate that they know and understand our national heritage; and have knowledge and skills in American and world history, geography, government/political science, and economics that create informed and responsible citizens who can understand, discuss, and participate in democratic processes.

e. Candidates demonstrate that they have supporting knowledge in fine arts, communications, literature, foreign language, health, psychology, philosophy and/or other disciplines that contribute to a broad-based liberal education.

f. Candidates [~~pass~~] [take] basic entry-level competency assessments prescribed by the Virginia Board of Education.

g. Candidates achieve passing scores on professional content assessments for licensure prescribed by the Board of Education prior to completing their programs.

2. Candidates in education programs shall demonstrate the knowledge, skills, and dispositions to work with a variety of students, including those from diverse backgrounds, and to have a positive effect on student learning. Indicators of the achievement of this standard shall include the following:

a. Candidates demonstrate the ability to apply knowledge and skills related to the physical, neurological, social, emotional, intellectual, and cognitive development of children and youth; the complex nature of language acquisition and reading; and an understanding of contemporary educational issues including the prevention of child abuse, appropriate use of technology, and diversity.

b. Candidates demonstrate the ability to apply the principles of learning, methods for teaching reading, methods for teaching the content area, classroom [and behavior] management, selection and use of teaching materials, and evaluation of student performance.

c. Candidates demonstrate the ability to have a positive effect on student learning through judging prior student learning; planning instruction; teaching; and assessing, analyzing, and reflecting on student performance.

d. Candidates demonstrate the ability to use educational technology to enhance student learning, including the use of computers and other technologies in instruction, assessment, and professional productivity.

e. Candidates demonstrate the ability to analyze and use various types of data to plan and assess student learning.

3. Candidates in graduate programs for other school personnel demonstrate competencies for educational leadership roles as school superintendents, principals and/or assistant principals, central office administrators and supervisors, school counselors, reading specialists, mathematics specialists, or school psychologists. They demonstrate the knowledge and understanding to lead schools that use effective

educational processes, achieve increased student learning, and make strong and positive connections to the community. Indicators of the achievement of this standard shall include the following:

- a. Candidates demonstrate understanding of the Virginia Standards of Learning and standards of appropriate specialty organizations, including how these standards relate to the leadership roles for which they are being prepared.
- b. Candidates demonstrate the competencies specified in their intended licensure/endorsement areas as defined in 8 VAC 20-542-70 through 8 VAC 20-542-~~[600]~~[610].
- c. Candidates achieve passing scores on the professional content assessments for licensure prescribed by the Board of Education prior to completing their programs.
- d. Candidates demonstrate understanding of research, research methods, issues, trends, and research-based best practices that shall enhance the academic achievement of all preK-12 students and reduce academic achievement gaps among diverse preK-12 student groups.
- e. Candidates demonstrate the ability to use educational technology, including computers and other technologies, in instruction, assessment, and professional development activities.
- f. Candidates demonstrate the ability to use test data to revise instruction and enhance student achievement.
- g. Candidates understand emerging issues that impact the school community and demonstrate the ability to collaborate with families, community members and other stakeholders.
- h. Candidates demonstrate mastery of administration/supervision competencies through multiple sources of data such as internships, portfolios, and interviews, including employer satisfaction surveys.

C. Standard 3: Faculty in Professional Education Programs. Faculty in the professional education program represent well-qualified education scholars who are actively engaged in teaching and learning.

1. The full-time and part-time professional education faculty, including school faculty, adjunct faculty and others, represent diverse backgrounds, are qualified for their assignments and are actively engaged in the professional community. Indicators of the achievement of this standard shall include the following:

a. Professional education faculty have completed formal advanced study; have earned doctorates or the equivalent, or exceptional expertise in their field.

b. Professional education faculty have demonstrated competence in each field of endorsement area specialization.

c. Professional education faculty demonstrate understanding of current practice related to the use of computers and technology and integrate technology into their teaching and scholarship.

d. Professional education faculty demonstrate understanding of Virginia's Standards of Learning.

e. Professional education faculty demonstrate understanding of cultural differences and exceptionalities and their instructional implications.

f. Professional education faculty who supervise field experiences have had professional teaching experiences in preK-12 school settings.

g. Professional education faculty are actively involved with the professional world of practice and the design and delivery of instructional programs in preK-12 schools.

h. Professional education faculty are actively involved in professional associations and participate in education-related services at the local, state, national, and international levels in areas of expertise and assignment.

2. Teaching in the professional education program is of high quality and is consistent with the program design and knowledge derived from research and sound professional practice. Indicators of the achievement of this standard shall include the following:

a. Professional education faculty use instructional teaching methods that reflect an understanding of different models and approaches to learning and student achievement.

b. The teaching of professional education faculty encourages candidates to reflect, think critically and solve problems.

c. The teaching of professional education faculty reflects knowledge and understanding of cultural diversity and exceptionalities.

d. The teaching of professional education faculty is continuously evaluated, and the results are used to improve teaching and learning within the program.

3. The professional education program ensures that policies and assignments are in keeping with the character and mission of the institution or other education program entity and allows professional education faculty to be involved effectively in teaching, scholarship, and service. Indicators of the achievement of this standard shall include the following:

a. Workload policies and assignments accommodate and support the involvement of professional education faculty in teaching, scholarship, and service, including working in preK-12 schools, curriculum development, advising, administration, institutional committee work, and other internal service responsibilities.

b. Policies governing the teaching loads of professional education faculty, including overloads and off-site teaching, are mutually agreed upon and allow faculty to engage effectively in teaching, scholarship, and service.

c. Recruitment and retention policies for professional education faculty include an explicit plan with adequate resources to hire and retain a qualified and diverse faculty. The plan is evaluated annually for its effectiveness in meeting recruitment goals.

4. The professional education program ensures that there are systematic and comprehensive activities to enhance the competence and intellectual vitality of the professional education faculty. Indicators of the achievement of this standard shall include the following:

- a. Policies and practices encourage professional education faculty to be continuous learners.
- b. Support is provided for professional education faculty and others who may contribute to professional education programs to be regularly involved in professional development activities.
- c. Professional education faculty are actively involved in scholarly activities that are designed to enhance professional skills and practice.
- d. Regular evaluation of professional education faculty includes contributions to teaching, scholarship, and service.
- e. Evaluations are used systematically to improve teaching, scholarship, and service of the professional education faculty.

D. Standard 4: Governance and Capacity. The professional education program demonstrates the governance and capacity to prepare candidates to meet professional, state, and institutional standards.

1. The professional education program is clearly identified and has the responsibility, authority, and personnel to develop, administer, evaluate, and revise all education programs. Indicators of the achievement of this standard shall include the following:

- a. The professional education program has responsibility and authority in the areas of education faculty selection, tenure, promotion, and retention decisions; recruitment of candidates; curriculum decisions; and the allocation of resources for professional education program activities.

b. The program has a long-range plan that is regularly monitored to ensure the ongoing vitality of the professional education programs as well as the future capacity of its physical facilities.

c. Candidates, school faculty in partnering school divisions, adjunct faculty, and other members of the professional community are actively involved in the policy-making and advisory bodies that organize and coordinate programs of the professional education program.

d. Policies and practices of the professional education program are nondiscriminatory and guarantee due process to faculty and candidates.

2. The professional education program has adequate resources to offer quality programs that reflect the mission of the professional education program and support teaching and scholarship by faculty and candidates. Indicators of achievement of this standard shall include the following:

a. The size of the professional education program, the number of candidates, and the number of faculty, administrators, clerical and technical support staff support the consistent delivery and quality of each program offered.

b. Facilities, equipment, technology, and other budgetary resources are sufficient for the operation and accountability of the professional education program.

c. Resources are allocated to programs in a manner that allows each program to meet its anticipated outcomes.

d. The institution provides training in and access to education-related electronic information, video resources, computer hardware, software, related technologies, and other similar resources to higher education faculty and candidates.

3. The professional education program shall ensure that full, part-time, and adjunct faculty are provided with appropriate resources such as office space, access to technology, teaching aids, materials and other resources necessary to ensure quality preparation of school personnel.

PART VII.

COMPETENCIES FOR ENDORSEMENT AREAS.

Article 1.

General Competencies.

**8 VAC 20-542-70. Competencies for endorsement areas.**

The professional education program develops, maintains, and continuously evaluates high quality professional education programs that are collaboratively designed and based on identified needs of the preK-12 community. Candidates in education programs for teachers demonstrate competence in the core academic content areas that they plan to teach. The indicator of the achievement of this standard shall include the following:

Candidates demonstrate an understanding of competencies including the core concepts and facts of the disciplines and the Virginia Standards of Learning for the content areas they plan to teach.

Article 2.

Early/Primary Education, Elementary Education, and Middle Education.

**8 VAC 20-542-80. Professional studies requirements for early/primary education, elementary education, and middle education.**

Professional studies requirements for early/primary education, elementary education, and middle education:

1. Human growth and development (birth through adolescence): Skills in this area shall contribute to an understanding of the physical, social, emotional, and intellectual development of children and the ability to use this understanding in guiding learning experiences [and relating meaningfully to students]. The interaction of children with individual differences – economic, social, racial, ethnic, religious, physical, and mental should be incorporated to include skills contributing to an understanding of developmental disabilities and developmental issues related to but not limited to

attention deficit disorders, gifted education including the use of multiple criteria to identify gifted students, substance abuse, child abuse, and family disruptions.

2. Curriculum and instructional procedures:

a. Early/primary education preK-3 or elementary education preK-6 curriculum and instructional procedures: Skills in this area shall contribute to an understanding of the principles of learning; the application of skills in discipline-specific methodology; communication processes; selection and use of materials, including media and computers; [selection, development and use of appropriate curricula, methodologies, and materials that support and enhance student learning and reflect the research on unique, age-appropriate, and culturally relevant curriculum and pedagogy:] [and] evaluation of pupil performance[; and the relationship[s] among assessment, instruction, and monitoring student progress to include student performance measures in grading practices, the ability to construct and interpret valid assessments using a variety of formats in order to measure student attainment of essential skills in a standards-based environment, and the ability to analyze assessment data to make decisions about how to improve instruction and student performance.] The teaching methods, including for gifted and talented students and those students with disabling conditions, must be appropriate for the level of endorsement (preK-3 or preK-6) and be tailored to promote student academic progress and effective preparation for the Standards of Learning assessments. Study in methods of improving communication between schools and families, ways of increasing family involvement in student learning at home and in school, [and] the Standards of Learning [; and Foundation Blocks for Early Learning] shall be included. [Early childhood educators must understand the role of families in child development and in relation to teaching educational skills. They must demonstrate knowledge and skills in communicating with families regarding the social and instructional needs of children. Early childhood educators must understand the role of the informal and play-mediated settings for promoting students' skills and development and must demonstrate knowledge and skill in interacting in such situations to promote specific learning outcomes as reflected in Virginia's Foundation Blocks for Early

Learning.] Demonstrated proficiency in the use of educational technology for instruction shall be included. Persons seeking initial licensure as teachers and persons seeking licensure renewal as teachers for the first time shall complete study in child abuse recognition and intervention in accordance with curriculum guidelines developed by the Board of Education in consultation with the Department of Social Services that are relevant to the specific teacher licensure routes. Pre-student teaching experiences (field experiences) should be evident within these skills.

b. Middle education 6-8 curriculum and instructional procedures: Skills in this area shall contribute to an understanding of the principles of learning; the application of skills in discipline-specific methodology; communication processes, selection and use of materials, including media and computers; and evaluation of pupil performance[; and the relationship[s] among assessment, instruction, and monitoring student progress to include student performance measures in grading practices, the ability to construct and interpret valid assessments using a variety of formats in order to measure student attainment of essential skills in a standards-based environment, and the ability to analyze assessment data to make decisions about how to improve instruction and student performance.] The teaching methods, including for gifted and talented students and students with disabling conditions, must be appropriate for the middle education endorsement and be tailored to promote student academic progress and effective preparation for the Standards of Learning assessments. Study in methods of improving communication between schools and families, ways of increasing family involvement in student learning at home and in school, and the Standards of Learning shall be included. Demonstrated proficiency in the use of educational technology for instruction shall be included. Persons seeking initial licensure as teachers and persons seeking licensure renewal as teachers for the first time shall complete study in child abuse recognition and intervention in accordance with curriculum guidelines developed by the Board of Education in consultation with the Department of Social Services that are relevant to the specific teacher licensure routes. Pre-student teaching experiences (field experiences) should be evident within these skills.

[3. Instructional design based on assessment data: 3 semester hours. Skills in this area shall contribute to an understanding of the relationship among assessment, instruction, and monitoring student progress to include student performance measures in grading practices, the ability to construct and interpret valid assessments using a variety of formats in order to measure student attainment of essential skills in a standards-based environment, and the ability to analyze assessment data to make decisions about how to improve instruction and student performance.]

4[3]. Classroom [and behavior] management: Skills in this area shall contribute to an understanding and application of classroom [and behavior] management techniques, [classroom community building,] and individual interventions, including techniques that promote emotional well-being and teach and maintain behavioral conduct and skills consistent with norms, standards, and rules of the educational environment. This area shall address diverse approaches based upon behavioral, cognitive, affective, social and ecological theory and practice. [Approaches should support professionally appropriate practices that promote positive redirection of behavior, development of social skills, and of self discipline. The link between classroom [and behavior] management and students' ages must be understood and demonstrated in techniques used in the classroom.]

[4. Foundations of education: Skills in this area shall be designed to develop an understanding of the historical, philosophical, and sociological foundations underlying the role, development and organization of public education in the United States. Attention must be given to the legal status of teachers and students, including federal and state laws and regulations, school as an organization/culture, and contemporary issues in education. The historical, philosophical, and sociological foundations of the instructional design based on assessment data (the relationship[s] among assessment, instruction, and monitoring student progress to include student performance measures in grading practices, the ability to construct and interpret valid assessments using a variety of formats in order to measure student attainment of essential skills in a standards-based

environment, and the ability to analyze assessment data to make decisions about how to improve instruction and student performance) must be addressed.]

5. Reading:

a. Early/primary preK-3 and elementary education preK-6 – language acquisition and reading.

Skills listed for these endorsement areas represent the minimum competencies that a beginning teacher must be able to demonstrate. These skills are not intended to limit the scope of a beginning teacher's program. Additional knowledge and skills that add to a beginning teacher's competencies to deliver instruction and improve student achievement should be included as part of a quality learning experience.

Skills in this area shall be designed to impart a thorough understanding of the complex nature of language acquisition and reading, to include phonemic awareness, concept of print, phonics, fluency, vocabulary development, and comprehension strategies.

Additional skills shall include proficiency, in writing strategies, as well as the ability to foster appreciation of a variety of literature and independent reading.

[Knowledge of typical language development, components and sequence of literacy development, and the connection between language development and literacy must be evident in coursework. Knowledge and skills in specific methods by which adults elicit and foster the components of language development must be included.]

b. Middle education – language acquisition and reading in the content areas. Skills in this area shall be designed to impart an understanding of comprehension skills in all content areas, including a repertoire of questioning strategies, summarizing and retelling skills, and strategies in literal, interpretive, critical, and evaluative comprehension, as well as the ability to foster appreciation of a variety of literature and independent reading.

6. Supervised classroom experience. The student teaching experience should provide for the prospective teacher to be in classrooms full time for a minimum of [500] [300]clock hours (including pre- and post-clinical experiences) with at least [300 150]

clock hours spent supervised in direct teaching activities (providing direct instruction) at the level of endorsement. One year of successful full-time teaching experience in the endorsement area in a public or accredited nonpublic school may be accepted in lieu of the supervised teaching experience. A fully licensed, experienced teacher must be available in the school building to assist a beginning teacher employed through the alternate route.

**18 VAC 20-542-90. Early Childhood for Three-and Four-Year-Olds (Add-on Endorsement).**

- A. The program in early childhood education for three- and four-year-olds shall ensure that the candidate has demonstrated the following competencies:
1. Understanding child growth and development, with a specific focus on three- and four-year-olds, including:
    - a. Knowledge of characteristics and developmental needs of three- and four-year-olds, including the ability to recognize indicators of atypical development, in the domains of social, emotional, cognitive, physical, and gross and fine motor development;
    - b. Understanding of the multiple interacting influences on child development (biological and environmental), interconnectedness of developmental domains, the wide range of ages at which developmental skills are manifested, and the individual differences in behavioral styles; and
    - c. Knowledge of child development within the context of family, culture, and society.
  2. Understanding principles of developmental practice, with a focus on three- and four-year-olds, including practices that are:
    - a. Appropriate to the child's age and stage of development;
    - b. Appropriate for children with a wide range of individual differences in abilities, interests, and behavioral styles; and
    - c. Appropriate for the child's cultural background and experience.

3. Understanding health, safety, and nutritional practices that impact early learning including:
  - a. Practices and procedures that support health status conducive to optimal development (e.g., health assessment, prevention of the spread of communicable disease, oral hygiene, reduction of environmental hazards, injury prevention, emergency preparedness);
  - b. Indicators of possible child abuse or neglect and the appropriate response if such indicators are observed;
  - c. Nutritional and dietary practices that support healthy growth and development while remaining sensitive to family preferences;
  - d. Skills for communicating with families about health and dietary concerns;
  - e. Community resources that support healthy living; and
  - f. Practices that allow children to become independent and knowledgeable about healthy living;
4. Understanding and application of formal and informal assessment procedures for documenting development and knowledge of how to use assessment to plan curriculum, including:
  - a. Age and stage-appropriate methods for assessing and documenting development;
  - b. Identifying and documenting children's interests, strengths and challenges; and
  - c. Communicating with families to acquire and to share information relevant to assessment.
5. Understanding effective strategies for facilitating positive reciprocal relationships with children for teachers, families and communities, including mutual respect, communication strategies, collaborative linkages among families, and community resources, and nurturing the capacity of family members to serve as advocates on behalf of children.

6. Understanding strategies for planning, implementing, assessing, and modifying physical and psychological aspects of the learning environment to support physical, cognitive, and social, as well as emotional well-being in children with a broad range of developmental levels, special needs, individual interests, and cultural backgrounds, including the ability to:
  - a. Utilize learning strategies that stimulate curiosity, and encourage participation in exploration and play;
  - b. Provide curriculum experiences that facilitate learning goals in content areas and provide opportunities to acquire concepts and skills that are precursors to academic content taught in elementary school;
  - c. Adapt tasks to the child's zone of proximal development;
  - d. Nurture children's development through experiences, relationships and active engagement in play;
  - e. Select materials/equipment, arrange physical space, and plan schedules/routines to stimulate and facilitate development; and
  - f. Collaborate with families, colleagues, and members of the broader community to construct learning environments that promote a spirit of unity, respect, and service in the interest of the common good.
7. Understanding strategies that create positive and nurturing relationships with each child based on respect, trust, calm approaches, respect for diversity and acceptance of individual differences in ability levels, temperament, and other characteristics, including the ability to:
  - a. Emphasize the importance of supportive verbal and nonverbal communication;
  - b. Establish classroom [and behavior] management practices that are respectful, meet children's emotional needs, clearly communicate expectations for appropriate behavior, promote pro-social behaviors, prevent or minimize behavioral problems through careful planning of the learning environment, teach conflict resolution strategies, and mitigate or redirect challenging behaviors; and

- c. Build positive, collaborative relationships with children's families with regard to behavioral guidance.]

**8 VAC 20-542-[90] [100] . Early/primary education preK-3.**

The program for early/primary education preK-3 shall ensure that the candidate has demonstrated the following competencies:

1. Methods.

- a. Understanding of the knowledge, skills, and processes to support learners in achievement of the Virginia Standards of Learning in English, mathematics, history and social science, science, and computer/technology;
- b. The ability to integrate English, mathematics, science, health, history and social sciences, art, music, drama, movement, and technology in learning experiences;
- c. The use of differentiated instruction and flexible groupings to meet the needs of learners at different stages of development, abilities, and achievement;
- d. The use of appropriate methods, [including those in visual and performing arts] to help learners develop knowledge and basic skills, sustain intellectual curiosity, and problem solve;
- e. The ability to utilize effective classroom [and behavior] management skills through methods that shall build responsibility and self-discipline and maintain a positive learning environment;
- f. The ability to modify and manage learning environments and experiences to meet the individual needs of children, including children with disabilities, gifted children, children with limited proficiency in English, and children with diverse cultural needs;
- g. The ability to use formal and informal assessments to diagnose needs, plan and modify instruction, and record student progress;
- h. A commitment to professional growth and development through reflection, collaboration, and continuous learning;

i. The ability to analyze, evaluate, apply quantitative and qualitative research; and

j. The ability to use technology as a tool for teaching, learning, research, and communication.

2. Knowledge and skills.

a. Reading/English. Understanding of the content, knowledge, skills, and processes for teaching the Virginia Standards of Learning for English including: oral language (speaking and listening), reading, and writing, and how these standards provide the core for teaching English in grades preK-3 (early/primary licensure).

(1) Assessment and diagnostic teaching. The individual shall:

(a) Be proficient in the use of both formal and informal assessment and screening measures for the component of reading: phoneme awareness, letter recognition, decoding, fluency, vocabulary, reading levels, and comprehension; and

(b) Be proficient in the ability to use diagnostic data to tailor instruction for acceleration, intervention, remediation, and flexible skill-level groupings.

(2) Oral communication. The individual shall:

(a) Be proficient in the knowledge, skills, and processes necessary for teaching oral language (speaking and listening);

(b) Be proficient in developing students' phonological awareness skills;

(c) Demonstrate effective strategies for facilitating the learning of standard English by speakers of other languages and dialects;

(d) Demonstrate the ability to promote creative thinking and expression, as through storytelling, drama, choral/oral reading, etc.

(3) Reading/literature. The individual shall:

(a) Be proficient in explicit phonics instruction, including an understanding of sound/symbol relationships, syllables, phonemes, morphemes, decoding skills, and word attack skills;

(b) Be proficient in strategies to increase vocabulary/concept development;

(c) Be proficient in the structure of the English language, including an understanding of syntax;

(d) Be proficient in reading comprehension strategies for both fiction and nonfiction text predicting, retelling, summarizing and guiding students to make connections beyond the text;

(e) Demonstrate the ability to develop comprehension skills in all content areas;

(f) Demonstrate the ability to foster the appreciation of a variety of literature; and

(g) Understand the importance of promoting independent reading by selecting fiction and nonfiction books, at appropriate reading levels.

(4) Writing. The individual shall:

(a) Be proficient in the knowledge, skills, and processes necessary for teaching writing, including the domains of composing, written expression, and usage and mechanics and the writing process of planning, drafting, revising, editing, and sharing;

(b) Be proficient in systematic spelling instruction, including awareness of the purpose and limitations of "invented spelling," orthographic patterns, and strategies for promoting generalization of spelling study to writing; and

(c) Demonstrate the ability to teach the writing process: plan, draft, revise, edit, and share in the narrative, descriptive, and explanative modes.

(5) Technology. The individual shall demonstrate the ability to guide students in their use of technology for both process and product as they work with reading and writing.

b. Mathematics.

(1) Understanding of the mathematics relevant to the content identified in the Virginia Standards of Learning and how the standards provide the foundation for

teaching mathematics in grades preK-3. Experiences with practical applications and the use of appropriate technology and manipulatives should be used within the following content:

- (a) Number systems, their structure, basic operations, and properties;
  - (b) Elementary number theory, ratio, proportion and percent;
  - (c) Algebra: operations with monomials and polynomials; algebraic fractions; linear and quadratic equations and inequalities, linear systems of equations and inequalities; radicals and exponents; arithmetic and geometric sequences and series; algebraic and trigonometric functions; and transformations among graphical, tabular, and symbolic form of functions;
  - (d) Geometry: geometric figures, their properties, relationships, Pythagorean Theorem; deductive and inductive reasoning; perimeter, area, and surface area of two- and three-dimensional figures; coordinate and transformational geometry; and constructions;
  - (e) Probability and statistics: permutations and combinations; experimental and theoretical probability; prediction; graphical representations including box-and-whisker plots; measures of central tendency, range, and normal distribution; and
  - (f) Computer science: terminology, simple programming, and software applications.
- (2) Understanding of the sequential nature of mathematics.
- (3) Understanding of the multiple representations of mathematical concepts and procedures.
- (4) Understanding of and the ability to use the five processes – reasoning mathematically, solving problems, communicating mathematics effectively, making mathematical connections, and using mathematical representations at different levels of complexity.

(5) Understanding of the contributions of different cultures toward the development of mathematics, and the role of mathematics in culture and society.

(6) Understanding of the role of technology and the ability to use calculators and computers in the teaching and learning of mathematics.

c. History and social sciences.

(1) Understanding of the knowledge, skills, and processes of history and the social science disciplines as defined in the Virginia Standards of Learning and how the standards provide the necessary foundation for teaching history and social sciences, including in:

(a) History.

(i) The contributions of ancient civilizations to American social and political institutions;

(ii) Major events in Virginia history from 1607 to the present;

(iii) Key individuals, documents, and events in United States history; and

(iv) The evolution of American's constitutional republic, its ideas, institutions, and practices.

(b) Geography.

(i) The use of maps and other geographic representations, tools, and technologies to acquire, process, and report information;

(ii) The relationship between human activity and the physical environment in the community and the world; and

(iii) Physical processes that shape the surface of the earth.

(c) Civics.

(i) The privileges and responsibilities of good citizenship and the importance of the rule of law for the protection of individual rights;

(ii) The process of making laws in the United States and the fundamental ideals and principles of a republican form of government; and

(iii) The understanding that Americans are a people of diverse ethnic origins, customs, and traditions, who are united by the basic principles of a republican form of government and a common identity as Americans.

(d) Economics.

(i) The basic economic principles that underlie the United States market economy;

(ii) The role of the individual and how economic decisions are made in the market place; and

(iii) The role of government in the structure of the United States economy.

(2) Understanding of the nature of history and the social sciences, and how the study of the disciplines assists students in developing critical thinking skills in helping them to understand:

(a) The relationship between past and present;

(b) The use of primary sources such as artifacts, letters, photographs, and newspapers;

(c) How events in history are shaped both by the ideas and actions of people;

(d) Diverse cultures and shared humanity;

(e) Civic participation in a democracy; and

(f) The relationship between history, literature, art, and music.

d. Science.

(1) Understanding of the knowledge, skills, and processes of the earth, life, and physical sciences as defined in the Virginia Science Standards of Learning and how these standards provide a sound foundation for teaching science in the elementary grades.

(2) Understanding of the nature of science and scientific inquiry, including:

- (a) The role of science in explaining and predicting events and phenomena; and
- (b) The science skills of data analysis, measurement, observation, prediction, and experimentation.

(3) Understanding of the knowledge, skills, and processes for an active elementary science program, including the ability to:

- (a) Design instruction reflecting the goals of the Virginia Science Standards of Learning;
- (b) Conduct research projects and experiments in a safe environment;
- (c) Organize key science content into meaningful units of instruction;
- (d) Adapt instruction to diverse learners using a variety of techniques;
- (e) Evaluate instructional materials, instruction, and student achievement; and
- (f) Incorporate instructional technology to enhance student performance in science.

(4) Understanding of the content, processes, and skills of the Earth sciences, biology, chemistry, and physics supporting the teaching of elementary school science as defined by the Virginia Science Standards of Learning and equivalent to academic course work in each of these core science areas.

(5) Understanding of the core scientific disciplines to ensure:

- (a) The ability to teach the processes and organizing concepts common to the natural and physical sciences; and
- (b) Student achievement in science.

(6) Understanding of the contributions and significance of science, including:

- (a) Its social and cultural significance;
- (b) The relationship of science to technology; and
- (c) The historical development of scientific concepts and scientific reasoning.

**8 VAC 20-542-[100] [110]. Elementary education preK-6.**

The program in elementary education preK-6 may require that the candidate has completed an undergraduate major in interdisciplinary studies (focusing on the areas of English, mathematics, history and social sciences, and science) or in Virginia's core academic areas of English, mathematics, history and social sciences (i.e., history, government, geography and economics), or science and demonstrated the following competencies:

1. Methods.

- a. Understanding of the needed knowledge, skills, and processes to support learners in achievement of the Virginia Standards of Learning in English, mathematics, history and social science, science, and computer/technology;
- b. The ability to integrate English, mathematics, science, health, history and social sciences, art, music, drama, movement, and technology in learning experiences;
- c. The use of differentiated instruction and flexible groupings to meet the needs of learners at different stages of development, abilities, and achievement;
- d. The use of appropriate methods [including those in visual and performing arts,] to help learners develop knowledge and basic skills, sustain intellectual curiosity, and problem solve;
- e. The ability to utilize effective classroom [and behavior] management skills through methods that shall build responsibility and self-discipline and maintain a positive learning environment;
- f. The ability to modify and manage learning environments and experiences to meet the individual needs of children, including children with disabilities, gifted children, and children with limited proficiency in English, and children with diverse cultural needs;
- g. The ability to use formal and informal assessments to diagnose needs, plan and modify instruction, and record student progress;

h. A commitment to professional growth and development through reflection, collaboration, and continuous learning;

i. The ability to analyze, evaluate, and apply, quantitative and qualitative research; and

j. The ability to use technology as a tool for teaching, learning, research, and communication.

2. Knowledge and skills.

a. Reading/English. Understanding of the content, knowledge, skills, and processes for teaching the Virginia Standards of Learning for English including: oral language (speaking and listening), reading, writing, and literature, and how these standards provide the core for teaching English in grades preK-6 (elementary licensure).

(1) Assessment and diagnostic teaching. The individual shall:

(a) Be proficient in the use of both formal and informal assessment and screening measures for the components of reading: phoneme awareness, letter recognition, decoding, fluency, vocabulary, reading level, and comprehension; and

(b) Be proficient in the ability to use diagnostic data to tailor instruction, for acceleration, intervention, remediation and flexible skill-level groupings.

(2) Oral communication. The individual shall:

(a) Be proficient in the knowledge, skills, and processes necessary for teaching oral language (speaking and listening);

(b) Be proficient in developing students' phonological awareness skills;

(c) Demonstrate effective strategies for facilitating the learning of standard English by speakers of other languages and dialects; and

(d) Demonstrate the ability to promote creative thinking and expression, as through storytelling, drama, choral/oral reading, etc.

(3) Reading/literature. The individual shall:

(a) Be proficient in explicit phonics instruction, including an understanding of sound/symbol relationships, syllables, phonemes, morphemes, decoding skills, and word attack skills;

(b) Be proficient in strategies to increase vocabulary/concept development;

(c) Be proficient in the structure of the English language, including an understanding of syntax and semantics;

(d) Be proficient in reading comprehension strategies for both fiction and nonfiction text, including questioning, predicting, summarizing, clarifying, and associating the unknown with what is known;

(e) Demonstrate the ability to develop comprehension skills in all content areas;

(f) Demonstrate the ability to foster appreciation of a variety of literature; and

(g) Understand the importance of promoting independent reading by selecting fiction and nonfiction books, at appropriate reading levels.

(4) Writing. The individual shall:

(a) Be proficient in the knowledge, skills, and processes necessary for teaching writing, including the domains of composing, written expression, and usage and mechanics and the writing process of planning, drafting, revising, editing, and sharing;

(b) Be proficient in systematic spelling instruction, including awareness of the purpose and limitations of "invented spelling," orthographic patterns, and strategies for promoting generalization of spelling study to writing; and

(c) Demonstrate the ability to teach the writing process: plan draft, revise, edit, and share in the narrative, descriptive, and explanative modes.

(5) Technology. The individual shall demonstrate the ability to guide students in their use of technology for both process and product as they work with reading, writing, and research.

b. Mathematics.

(1) Understanding of the mathematics relevant to the content identified in the Virginia Standards of Learning and how the standards provide the foundation for teaching mathematics in grades preK-6. Experiences with practical applications and the use of appropriate technology and manipulatives should be used within the following content:

(a) Number systems, their structure, basic operations, and properties;

(b) Elementary number theory, ratio, proportion and percent;

(c) Algebra: operations with monomials and polynomials; algebraic fractions; linear and quadratic equations and inequalities, linear systems of equations and inequalities; radicals and exponents; arithmetic and geometric sequences and series; algebraic and trigonometric functions; and transformations among graphical, tabular, and symbolic form of functions;

(d) Geometry: geometric figures, their properties, relationships, Pythagorean Theorem; deductive and inductive reasoning; perimeter, area, and surface area of two- and three-dimensional figures; coordinate and transformational geometry; and constructions;

(e) Probability and statistics: permutations and combinations; experimental and theoretical probability; prediction; graphical representations including box-and-whisker plots; measures of central tendency, range, and normal distribution; and

(f) Computer science: terminology, simple programming, and software applications.

(2) Understanding of the sequential nature of mathematics.

(3) Understanding of the multiple representations of mathematical concepts and procedures.

(4) Understanding of and the ability to use the five processes – reasoning mathematically, solving problems, communicating mathematics effectively, making

mathematical connections, and using mathematical representations at different levels of complexity.

(5) Understanding of the contributions of different cultures toward the development of mathematics, and the role of mathematics in culture and society.

(6) Understanding of the role of technology and the ability to use calculators and computers in the teaching and learning of mathematics.

c. History and social sciences.

(1) Understanding of the knowledge, skills, and processes of history and the social sciences disciplines as defined in the Virginia Standards of Learning and how the standards provide the necessary foundation for teaching history and social sciences, including in:

(a) History.

(i) The contributions of ancient civilizations to American social and political institutions;

(ii) Major events in Virginia history from 1607 to the present;

(iii) Key individuals, documents, and events in United States history; and

(iv) The evolution of America's constitutional republic, its ideas, institutions, and practices.

(b) Geography.

(i) The use of maps and other geographic representations, tools, and technologies to acquire, process, and report information;

(ii) The relationship between human activity and the physical environment in the community and the world; and

(iii) Physical processes that shape the surface of the earth;

(c) Civics.

(i) The privileges and responsibilities of good citizenship and the importance of the Rule of Law for the protection of individual rights;

(ii) The process of making laws in the United States and the fundamental ideals and principles of a republican form of government; and

(iii) The understanding that Americans are a people of diverse ethnic origins, customs, and traditions, who are united by basic principles of a republican form of government and a common identity as Americans.

(d) Economics.

(i) The basic economic principles that underlie the United States market economy;

(ii) The role of the individual and how economic decisions are made in the market place; and

(iii) The role of government in the structure of the United States economy.

(2) Understanding of the nature of history and social sciences and how the study of the disciplines assists students in developing critical thinking skills in helping them to understand:

(a) The relationship between past and present;

(b) The use of primary sources such as artifacts, letters, photographs, and newspapers;

(c) How events in history are shaped both by the ideas and actions of people;

(d) Diverse cultures and shared humanity;

(e) Civic participation in a democracy; and

(f) The relationship between history, literature, art, and music.

d. Science.

(1) Understanding of the knowledge, skills, and processes of the earth, life, and physical sciences as defined in the Virginia Science Standards of Learning and how these standards provide a sound foundation for teaching science in the elementary grades;

(2) Understanding of the nature of science and scientific inquiry, including:

(a) The role of science in explaining and predicting events and phenomena; and

(b) The science skills of data analysis, measurement, observation, prediction, and experimentation.

(3) Understanding of the knowledge, skills, and processes for an active elementary science program including the ability to:

(a) Design instruction reflecting the goals of the Virginia Science Standards of Learning;

(b) Conduct research projects and experiments in a safe environment;

(c) Organize key science content into meaningful units of instruction;

(d) Adapt instruction to diverse learners using a variety of techniques;

(e) Evaluate instructional materials, instruction, and student achievement; and

(f) Incorporate instructional technology to enhance student performance in science.

(4) Understanding of the content, processes, and skills of the Earth sciences, biology, chemistry, and physics supporting the teaching of elementary school science as defined by the Virginia Science Standards of Learning and equivalent course work reflecting each of these core science areas.

(5) Understanding of the core scientific disciplines to ensure:

(a) The ability to teach the processes and organizing concepts common to the natural and physical sciences; and

(b) Student achievement in science.

(6) Understanding of the contributions and significance of science including:

- (a) Its social and cultural significance;
- (b) The relationship of science to technology; and
- (c) The historical development of scientific concepts and scientific reasoning.

**8 VAC 20-542-[110] [120]. Middle education 6-8.**

The program in middle education 6-8 with at least one area of academic preparation shall ensure that the candidate has demonstrated the following competencies:

1. Methods.

- a. Understanding of the required knowledge, skills, and processes to support learners in achievement of the Virginia Standards of Learning for grades 6-8;
- b. The use of appropriate methods, including direct instruction, to help learners develop knowledge and skills, sustain intellectual curiosity, and solve problems;
- c. The ability to plan and teach collaboratively to facilitate interdisciplinary learning;
- d. The use of differentiated instruction and flexible groupings to meet the needs of preadolescents at different stages of development, abilities, and achievement;
- e. The ability to utilize effective classroom [and behavior] management skills through methods that shall build responsibility and self-discipline and maintain a positive learning environment;
- f. The ability to modify and manage learning environments and experiences to meet the individual needs of preadolescents, including children with disabilities, gifted children, and children with limited proficiency in the English language;
- g. The ability to use formal and informal assessments to diagnose needs, plan and modify instruction, and record student progress;
- h. A commitment to professional growth and development through reflection, collaboration, and continuous learning;

- i. The ability to analyze, evaluate, apply, and conduct quantitative and qualitative research;
- j. The ability to use technology as a tool for teaching, learning, research, and communication;
- k. An understanding of how to apply a variety of school organizational structures, schedules, groupings, and classroom formats appropriately for middle level learners;
- l. Skill in promoting the development of all students' abilities for academic achievement and continued learning; and
- m. The ability to use reading in the content area strategies appropriate to text and student needs.

2. English.

- a. Possession of the skills necessary to teach the writing process, to differentiate among the forms of writing (narrative, descriptive, informational, and persuasive), and to use computers and other available technology;
- b. Understanding of and knowledge in grammar, usage, and mechanics and its integration in writing;
- c. Understanding and the nature and development of language and its impact on vocabulary development and spelling;
- d. Understanding of and knowledge in techniques and strategies to enhance reading comprehension and fluency;
- e. Understanding of and knowledge in the instruction of speaking, and listening, and note taking; and
- f. Knowledge of varied works from current and classic young adult literature appropriate for English instruction of fiction, nonfiction, and poetry.

3. History and social sciences.

a. Understanding of the knowledge, skills, and processes of history and the social science disciplines as defined by the Virginia History and Social Sciences Standards of Learning and how the standards provide the foundation for teaching history and social sciences, including in:

(1) United States history.

(a) The evolution of the American constitutional republic and its ideas, institutions, and practices from the colonial period to the present; the American Revolution, including ideas and principles preserved in significant Virginia and United States historical documents as required by § 22.1-201 of the Code of Virginia (Declaration of American Independence, the general principles of the Constitution of the United States, the Virginia Statute of Religious Freedom, the charters of April 10, 1606, May 23, 1609, and March 12, 1612, of The Virginia Company, and the Virginia Declaration of Rights), and historical challenges to the American political system (i.e., slavery, the Civil War, emancipation, and civil rights);

(b) The influence of religious traditions on the American heritage and on contemporary American society;

(c) The changing role of America around the world; the relationship between domestic affairs and foreign policy; global political and economic interactions;

(d) The influence of immigration on American political, social, and economic life;

(e) Origins, effects, aftermath and significance of the two world wars, the Korean and Vietnam conflicts, and the Post-Cold War Era;

(f) Social, political, and economic transformations in American life during the 20th century; and

(g) Tensions between liberty and equality, liberty and order, region and nation, individualism and the common welfare, and between cultural diversity and civic unity.

(2) World history.

(a) The political, philosophical, and cultural legacies of ancient, American, Asian, African, and European civilizations;

(b) Origins, ideas, and institutions of Judaism, Christianity, Hinduism, Confucianism and Taoism, and Shinto, Buddhist and Islamic religious traditions;

(c) Medieval society and institutions; relations with Islam; feudalism and the evolution of representative government;

(d) The social, political, and economic contributions of selected civilizations in Africa, Asia, Europe, and the Americas;

(e) The culture and ideas of the Renaissance and the Reformation, European exploration, and the origins of capitalism and colonization;

(f) The cultural ideas of the Enlightenment and the intellectual revolution of the 17th and 18th centuries;

(g) The sources, results, and influence of the American and French revolutions;

(h) The social consequences of the Industrial Revolution and its impact on politics and culture;

(i) The global influence of European ideologies of the 19th and 20th centuries (liberalism, republicanism, social democracy, Marxism, nationalism, Communism, Fascism, and Nazism); and

(j) The origins, effects, aftermath, and significance of the two world wars.

(3) Civics and economics.

(a) Essential characteristics of limited and unlimited governments;

(b) Importance of the Rule of Law for the protection of individual rights and the common good;

(c) Rights and responsibilities of American citizenship;

(d) Nature and purposes of constitutions and alternative ways of organizing constitutional governments;

(e) American political culture;

(f) Values and principles of the American constitutional republic;

(g) Structures, functions, and powers of local and state government;

(h) Importance of citizen participation in the political process in local and state government;

(i) Structures, functions, and powers of the national government; and

(j) The structure and function of the United States market economy as compared with other economies.

b. Understanding of the nature of history and social sciences and how the study of these disciplines helps students go beyond critical thinking skills to help them appreciate:

(1) The significance of the past to their lives and to society;

(2) Diverse cultures and shared humanity;

(3) How things happen, how they change, and how human intervention matters;

(4) The interplay of change and continuity;

(5) Historical cause and effect;

(6) The importance of individuals who have made a difference in history and the significance of personal character to the future of society;

(7) The relationship among history, geography, civics, and economics; and

(8) The difference between fact and conjecture, evidence and assertion, and the importance of framing useful questions.

#### 4. Mathematics.

a. Understanding of the knowledge and skills necessary to teach the Virginia Mathematics Standards of Learning and how curriculum may be organized to teach these standards to diverse learners;

b. Understanding of a core knowledge base of concepts and procedures within the discipline of mathematics, including the following strands: number and number sense; computation and estimation; geometry and measurement; statistics and probability; patterns, functions, and algebra;

c. Understanding of the sequential nature of mathematics and the mathematical structures inherent in the content strands;

d. Understanding of and the ability to use the five processes—becoming mathematical problem solvers, reasoning mathematically, communicating mathematically, making mathematical connections, and representing and describing mathematical ideas, generalizations, and relationships using a variety of methods—at different levels of complexity;

e. Understanding of the history of mathematics, including the contributions of various individuals and cultures toward the development of mathematics, and the role of mathematics in culture and society;

f. Understanding of the major current curriculum studies and trends in mathematics;

g. Understanding of the role of technology and the ability to use graphing utilities and computers in the teaching and learning of mathematics;

h. Understanding of and the ability to select, adapt, evaluate and use instructional materials and resources, including professional journals and technology;

i. Understanding of and the ability to use strategies for managing, assessing, and monitoring student learning, including diagnosing student errors; and

j. Understanding of and the ability to use strategies to teach mathematics to diverse learners.

## 5. Science.

a. Understanding of the knowledge, skills, and processes of the Earth, life, and physical sciences as defined in the Virginia Science Standards of Learning and how these provide a sound foundation for teaching science in the middle grades.

b. Understanding of the nature of science and scientific inquiry, including:

- (1) Function of research design and experimentation;
- (2) Role of science in explaining and predicting events and phenomena; and
- (3) Science skills of data analysis, measurement, observation, prediction, and experimentation.

c. Understanding of the knowledge, skills, and processes for an active middle school science program, including the ability to:

- (1) Design instruction reflecting the goals of the Virginia Science Standards of Learning;
- (2) Conduct research projects and experiments;
- (3) Implement safety rules/procedures and ensure that students take appropriate safety precautions;
- (4) Organize key science content into meaningful units of instruction;
- (5) Adapt instruction to diverse learners using a variety of techniques;
- (6) Evaluate instructional materials, instruction, and student achievement; and
- (7) Incorporate instructional technology to enhance student performance in science.

d. Understanding of the content, processes, and skills of the Earth sciences, biology, chemistry, and physics supporting the teaching of middle school science as defined by the Virginia Science Standards of Learning and equivalent to academic course work in each of these core science areas.

e. Understanding of the core scientific disciplines to ensure:

- (1) The placement of science in an appropriate interdisciplinary context;
- (2) The ability to teach the processes and organize concepts common to the natural and physical sciences; and
- (3) Student achievement in science.

f. Understanding of the contributions and significance of science to include:

- (1) Its social and cultural significance;
- (2) The relationship of science to technology; and
- (3) The historical development of scientific concepts and scientific reasoning.

Article 3.

ADULT EDUCATION, PREK-12 ENDORSEMENTS, SPECIAL EDUCATION, AND  
SECONDARY GRADES 6-12 ENDORSEMENTS

**8 VAC 20-542- [120] [130].** Professional studies requirements for adult education, preK-12 endorsements, special education, and secondary grades 6-12 endorsements: These requirements may be taught in integrated coursework or modules.

1. Human growth and development (birth through adolescence): Skills in this area shall contribute to an understanding of the physical, social, emotional, and intellectual development of children and the ability to use this understanding in guiding learning experiences. The interaction of children with individual differences – economic, social, racial, ethnic, religious, physical, and mental – should be incorporated to include skills contributing to an understanding of developmental disabilities and developmental issues related to but not limited to attention deficit disorders, gifted education including the use of multiple criteria to identify gifted students, substance abuse, child abuse, and family disruptions.

2. Curriculum and instructional procedures: Skills in this area shall contribute to an understanding of the principles of learning; the application of skills in discipline-specific methodology; communication processes; selection and use of materials, including media and computers; [and] evaluation of pupil performance[; and the relationship[s] among assessment, instruction, and monitoring student progress to include student performance measures in grading practices, the ability to construct and interpret valid assessments

using a variety of formats in order to measure student attainment of essential skills in a standards-based environment, and the ability to analyze assessment data to make decisions about how to improve instruction and student performance.] Teaching methods appropriate for exceptional students, including gifted and talented and those with disabling conditions, and appropriate for the level of endorsement sought shall be included. Teaching methods shall be tailored to promote student academic progress and effective preparation for the Standards of Learning assessments. Methods of improving communication between schools and families and ways of increasing family involvement in student learning at home and in school and the Standards of Learning shall be included. Demonstrated proficiency in the use of educational technology for instruction shall be included. Persons seeking initial licensure as teachers and persons seeking licensure renewal as teachers for the first time shall complete study in child abuse recognition and intervention in accordance with curriculum guidelines developed by the Board of Education in consultation with the Department of Social Services that are relevant to the specific teacher licensure routes. Curriculum and instructional procedures for secondary grades 6-12 endorsements must include middle and secondary education. Pre-student teaching experiences (field experiences) should be evident within these skills. For preK-12, field experiences must be at the elementary, middle, and secondary levels.

~~[3. Instructional design based on assessment data: 3 semester hours. Skills in this area shall contribute to an understanding of the relationship among assessment, instruction, and monitoring student progress to include student performance measures in grading practices, the ability to construct and interpret valid assessments using a variety of formats in order to measure student attainment of essential skills in a standards-based environment, and the ability to analyze assessment data to make decisions about how to improve instruction and student performance.]~~

4[3]. Classroom [and behavior] management: Skills in this area shall contribute to an understanding and application of classroom [and behavior] management techniques and individual interventions, including techniques that promote emotional well-being and

teach and maintain behavioral conduct and skills consistent with norms, standards, and rules of the educational environment. This area shall address diverse approaches based upon behavioral, cognitive, affective, social and ecological theory and practice.

[4. Foundations of education: Skills in this area shall be designed to develop an understanding of the historical, philosophical, and sociological foundations underlying the role, development and organization of public education in the United States.

Attention must be given to the legal status of teachers and students, including federal and state laws and regulations, school as an organization/culture, and contemporary issues in education. The historical, philosophical, and sociological foundations of the instructional design based on assessment data (the relationship[s] among assessment, instruction, and monitoring student progress to include student performance measures in grading practices, the ability to construct and interpret valid assessments using a variety of formats in order to measure student attainment of essential skills in a standards-based environment, and the ability to analyze assessment data to make decisions about how to improve instruction and student performance) must be addressed.]

#### 5. Reading.

a. Adult education, preK-12, and secondary grades 6-12 – reading in the content area: Skills in this area shall be designed to impart an understanding of comprehension skills in all content areas, including a repertoire of questioning strategies, summarizing and retelling skills, and strategies in literal, interpretive, critical, and evaluative comprehension, as well as the ability to foster appreciation of a variety of literature and independent reading.

b. Special education – Language acquisition and reading:

Skills listed for these endorsement areas represent the minimum competencies that a beginning teacher must be able to demonstrate. These skills are not intended to limit the scope of a beginning teacher's program. Additional knowledge and skills that add to a beginning teacher's competencies to deliver instruction and improve student achievement should be included as part of a quality learning experience.

Skills in this area shall be designed to impart a thorough understanding of the complex nature of language acquisition and reading, to include phonemic awareness, concept of print, phonics, fluency, vocabulary development, and comprehension strategies. Additional skills shall include proficiency, in writing strategies, as well as the ability to foster appreciation of a variety of literature and independent reading.

6. Supervised classroom experience. The student teaching experience should provide for the prospective teacher to be in classrooms full time for a minimum of [500 300] clock hours (including pre- and post-clinical experiences) with at least [300 150] clock hours spent supervised in direct teaching activities (providing direct instruction) in the endorsement area sought. If a preK-12 endorsement is sought, teaching activities must be at the elementary and middle or secondary levels. Individuals seeking the endorsement in library media must complete the supervised experience in a school library media setting. Individuals seeking an endorsement in an area of special education must complete the supervised classroom experience requirement in the area of special education for which the endorsement is sought. One year of successful full-time teaching experience in the endorsement area in a public or accredited nonpublic school may be accepted in lieu of the supervised teaching experience. A fully licensed, experienced teacher must be available in the school building to assist a beginning teacher employed through the alternate route.

#### **8 VAC 20-542-[130] [140]. Adult education.**

The program in adult education shall ensure that the candidate has demonstrated the following competencies:

1. Understanding of the nature or psychology of the adult learner or adult development;
2. Understanding of the knowledge, skills, and processes needed for the selection, evaluation, and instructional applications of the methods and materials for adult basic skills including:
  - a. Curriculum development in adult basic education or GED instruction;
  - b. Beginning reading for adults;

c. Beginning mathematics for adults;

d. Reading comprehension for adult education;

e. Foundations of adult education; and

f. Other adult basic skills instruction.

3. Understanding of and proficiency in grammar, usage, and mechanics and their integration in writing; and

4. One semester of supervised successful full-time (or an equivalent number of hours of part-time experience) teaching of adults.

**8 VAC 20-542-[140] [150]. Adult English as a second language (add-on endorsement).**

The program in adult English as a second language shall ensure that the candidate has demonstrated the following competencies:

1. Knowledge in the growth and development of the adult learner;

2. Knowledge of teaching methods and materials in adult English as a second language;

3. Knowledge in adult language acquisition;

4. Knowledge of assessment methods in adult English as a second language instruction;

5. Skills in teaching the adult learner;

6. Understanding of the effects of socio-cultural variables in the instructional setting;

7. Skills in teaching a variety of adult learning styles;

8. Proficiency in cross-cultural communication;

9. Proficiency in speaking, listening, and reading; and

10. Understanding of and proficiency in grammar, usage, and mechanics and their integration in writing.

**8 VAC 20-542-[150] [160] Career and technical education – agricultural education.**

The program in agricultural education shall ensure that the candidate has demonstrated the following competencies:

1. Understanding of the importance and relationship of agriculture to the economy of the community, the state, and the nation, including:

a. An awareness and appreciation for agriculture;

b. Knowledge of the occupational opportunities in agriculture and related fields;

c. Knowledge of the U.S. food and fiber system; and

d. Knowledge of the contributions of agriculture to the economy of the state and nation.

2. Understanding of the knowledge, skills, and processes involved in plant and soil sciences, including:

a. Production, use, and marketing of row crops, specialty crops, forage crops, fruits, small grains, vegetables, and cereal crops; and

b. Soil and water management.

3. Understanding of the knowledge, skills, and processes involved in the production, management, and marketing of animals, including:

a. Production of cattle, swine, poultry, dairy cows, sheep, aquaculture species, goats, and horses; and

b. Care and management of small companion animals.

4. Understanding of the knowledge, skills, and processes involved in agricultural mechanics, including:

a. Safe operation, repair, and maintenance of equipment, tools, and machinery used in agriculture;

b. Setting up and adjusting agriculture machinery;

c. Basic knowledge of a set of hand tools, measuring devices, and testing equipment used in agriculture;

d. Basic knowledge of energy transfer systems used in agriculture; and

e. Properties of metals used in tools and equipment.

5. Understanding of agricultural economics, including the various markets, international trade, government policies, and the operation and management of various agricultural businesses.

6. Understanding of the knowledge, skills, and processes involved in natural resources, including:

a. Care, management, and conservation of soil, air, water, and wildlife; and

b. Production and management of the forest.

7. Understanding of the importance and processes necessary for community resource development, including:

a. Fundamentals of the community development process;

b. Knowledge of public and private programs and resources available;

c. Knowledge of the promotion of community development; and

d. Knowledge of civic organizations and their purposes.

8. Knowledge of and the ability to teach:

a. How the biological, physical, and applied sciences relate to practical solutions of agricultural problems;

b. Leadership development skills; and

c. Agricultural competencies needed by secondary students to be successful in continuing their education and entering a related occupation.

9. Knowledge and skills necessary to teach leadership skills, organize and manage an effective co-curricular student organization (FFA) and implement the organization's activities as an integral part of instruction.

10. Understanding of and proficiency in grammar, usage, and mechanics and their integration in writing.

11. Understanding of and proficiency in instructional technology and microcomputer applications.

**8 VAC 20-542-[160] [170]. Career and technical education – business and information technology.**

The program in business and information technology shall ensure that the candidate has demonstrated the following competencies:

1. Knowledge, skills, and principles of manual and automated accounting, including:

a. Accounting concepts, terminology, and applications;

b. Accounting systems; and

c. The basic accounting cycle of source documents, verifications, analyzing, recording, posting, trial balances, and preparing financial statements.

2. Knowledge and skills in economics necessary to:

a. Communicate basic economic principles as applied to the American economic system; and

b. Apply basic economic principles to consumerism.

3. Knowledge and skills in the foundations of business selected from the following areas:

a. Business law.

(1) Ability to recognize the legal requirements affecting business organization; and

(2) Ability to apply legal principles to business situations.

b. Business principles.

- (1) Ability to identify, explain, and apply contemporary business principles;
- (2) Ability to identify and explain the advantages and disadvantages of various business organizational structures; and
- (3) Knowledgeable in the foundations of international business, the global business environment, international business communications, and global business ethics.

c. Management. Understanding and analyzing of basic management functions, tools, theories, and leadership styles to explore and solve problems in business organizations, economics, international business, and human relations issues.

d. Marketing and entrepreneurship.

- (1) Understanding of basic marketing concepts in sales techniques, advertising, display, buying, wholesale/retail, distribution, service occupations, market analysis, warehousing, and inventory control; and
- (2) Understanding of the unique characteristics of an entrepreneur and the knowledge and skills necessary for an entrepreneurial venture.

e. Finance.

- (1) Knowledgeable about and skilled in the areas of money management, recordkeeping, and banking needed for sound financial decision making; and
- (2) Understanding of the basic concepts of economics, insurance, credit, and other related topics.

4. Knowledge and skills in all of the following communications and information technologies:

a. Communications.

- (1) Ability to communicate in a clear, courteous, concise, and correct manner for personal and professional purposes through the foundations of listening, writing, reading, speaking, nonverbal cues, and following written/oral directions;

(2) Ability to use information systems and technology to expedite and enhance the effectiveness of communications and telecommunications; and

(3) Ability to gather, evaluate, use, and cite information from information technology sources.

b. Impact of technology on society. Knowledge to assess the impact of information technology on society.

c. Computer architecture. Ability to describe current and emerging computer architecture; configure, install, and upgrade hardware; and diagnose and repair hardware problems.

d. Operating systems, environments, and utilities. Ability to identify, evaluate, select, install, use, upgrade, customize, and diagnose and solve problems with various types of operating systems, environments, and utilities.

e. Application software (e.g., word processing, database, spreadsheet, graphics, web design, desktop/presentation/multimedia and imaging, and emerging technologies).

(1) Ability to identify, evaluate, select, install, use, upgrade, and customize application software; and

(2) Ability to diagnose and solve problems resulting from an application software's installation and use.

f. Input technologies. Ability to use input technologies (e.g., touch keyboarding\*, speech recognition, handwriting recognition, personal digital assistants (PDAs) and other hand-held devices, touch screen or mouse, scanning, and other emerging input technologies) to enter, manipulate, and format text and data. \*Touch keyboarding is required.

g. Database management systems. Ability to use, plan, develop, and maintain database management systems.

h. Programming and application development. Ability to help students design, develop, test, and implement programs that solve business problems.

i. Networking and communications infrastructures.

(1) Facilitate students' development in the skills to design, deploy, and administer networks and communications systems; and

(2) Facilitate students' ability to use, evaluate, and deploy communications and networking applications.

j. Information management.

(1) Ability to plan the selection and acquisition of information technologies (hardware and software);

(2) Ability to instruct students in the development of technical and interpersonal skills and knowledge to support the user community; and

(3) Ability to describe, analyze, develop, and follow policies for managing privacy and ethical issues in organizations and in a technology-based society.

5. Career development.

a. Experience in a supervised career in business and information technology through cooperative education, internship, shadowing, mentorship, and/or work experience; and

b. Ability to provide instruction in self-awareness as it relates to career exploration and development, career research, workplace expectation, and career planning.

6. Knowledge and skills necessary to teach leadership skills, organize and manage an effective co-curricular student organization and implement the organization's activities as an integral part of instruction.

7. Understanding of and proficiency in grammar, usage, and mechanics and their integration in writing.

8. Knowledge and skills necessary to apply basic mathematical operations to solve business problems.

**8 VAC 20-542-[170] [180]. Career and technical education – family and consumer sciences.**

The program in family and consumer sciences shall ensure that the candidate has demonstrated the following competencies:

1. Knowledge of the developmental processes of childhood, preadolescence, adolescence, and adulthood/aging and in creating and maintaining an environment in which family members develop and interact as individuals and as members of a group;
2. Knowledge of the decision-making processes related to housing, furnishings, and equipment for individuals and families with attention given to special needs and the diversity of individuals;
3. The ability to plan, purchase, and prepare food choices that promote nutrition and wellness;
4. Knowledge of the management of resources to achieve individual and family goals at different stages of the life span;
5. Knowledge of the sociological, psychological, and physiological aspects of clothing and textiles for individuals and families;
6. Knowledge of the management of families, work, and their interrelationships;
7. Knowledge of occupational skill development and career planning;
8. Knowledge of the use of critical science and creative skills to address problems in diverse family, community, and work environments;
9. Knowledge and skills necessary to teach leadership skills, organize and manage an effective co-curricular student organization and implement the organization's activities as an integral part of instruction;
10. The ability to plan, develop, teach, supervise, and evaluate programs in occupational programs at the secondary, postsecondary, and adult levels;

11. The ability to organize and implement Family, Career, and Community Leaders of America (FCCLA) programs as an integral part of classroom instruction; and

12. Understanding of and proficiency in grammar, usage, and mechanics and their integration in writing.

**8 VAC 20-542-[180] [190]. Career and technical education – health and medical sciences.**

The program in health and medical sciences shall ensure that the candidate has demonstrated the following competencies:

1. Knowledge of teaching methods.

a. Instructional planning – ability to determine the needs and interests of students;

b. Organizing instruction – ability to prepare teacher-made instructional materials for clinical laboratory experience;

c. Instructional execution – ability to use techniques for simulating patient care and demonstrating manipulative skills;

d. Application of technology in the classroom; and

e. Instructional evaluation – ability to determine grades for students in classroom and clinical settings.

2. Knowledge of program management.

a. Planning – ability to organize an occupational advisory committee;

b. Curriculum development – ability to keep informed of current curriculum content and patient care practices;

c. Planning and organizing teaching/occupational laboratory for laboratory simulations/demonstrations;

d. Understanding of the process for issuing credentials for health workers;

e. Understanding of the health care industry; and

f. Evaluation – ability to conduct a student follow-up study.

3. Knowledge and skills necessary to teach leadership skills, organize and manage an effective co-curricular student organization and implement the organization's activities as an integral part of instruction.

4. Understanding of and proficiency in grammar, usage, and mechanics and their integration in writing.

**8 VAC 20-542-[190][200]. Career and technical education – industrial cooperative training (add-on endorsement).**

The program in industrial cooperative training (ICT) shall ensure that the candidate has demonstrated the following competencies:

1. Understanding of industrial education and its role in the development of technically competent, socially responsible, and culturally sensitive individuals with potential for leadership in skilled technical work and professional studies;

2. Understanding of and the ability to relate experiences designed to develop skills in the interpretation and implementation of industrial education philosophy in accordance with changing demand;

3. The knowledge and experience of systematically planning, executing, and evaluating individual and group instruction;

4. Understanding of the competencies necessary for effective organization and management of laboratory instruction;

5. Understanding of the competencies necessary for making physical, social, and emotional adjustments in multicultural student-teacher relationships;

6. Understanding of the competencies necessary for developing and utilizing systematic methods and instruments for appraising and recording student progress in the vocational classroom;

7. Understanding of the ability to provide technical work experience through cooperative education or provide a method of evaluating previous occupational experience commensurate with the minimum required standard;
8. Understanding of the competencies necessary to assist students in job placement and in bridging the gap between education and work;
9. Understanding of the awareness of the human relations factor in industry with emphasis on the area of cooperation among labor, management, and the schools;
10. Understanding of the teacher's role in the school and community;
11. Understanding of the content, skills, and techniques necessary to teach a particular trade area;
12. Understanding of the competencies necessary to organize and manage an effective student organization; and
13. Understanding of and proficiency in grammar, usage, and mechanics and their integration in writing.

**8 VAC 20-542-[200] [210]. Career and technical education – marketing education.**

The program in marketing education shall ensure that the candidate has demonstrated the following competencies:

1. Knowledge of marketing, merchandising, marketing mathematics, communication theory and techniques, advertising and sales promotion, personal selling, and management through a variety of educational and work experiences;
2. Knowledge of planning, developing, and administering a comprehensive program of marketing education for high school students and adults;
3. Knowledge of organizing and using a variety of instructional methods and techniques for teaching youths and adults;
4. Knowledge of conducting learning programs that include a variety of career objectives and recognize and respond to individual differences in students;

5. Knowledge of assisting learners of different abilities in developing skills needed to qualify for further education and employment;

6. Knowledge of acquiring knowledge of career requirements and opportunities in marketing, merchandising, and management;

7. Knowledge and skills necessary to teach leadership skills, organize and manage an effective co-curricular student organization and implement the organization's activities as an integral part of instruction;

8. Understanding of and proficiency in grammar, usage, and mechanics and their integration in writing; and

9. Knowledge of utilizing current technological applications as these relate to marketing functions.

**8 VAC 20-542-~~[210]~~[220]. Career and technical education – technology education.**

The program in technology education shall ensure that the candidate has demonstrated the following competencies:

1. Understanding and utilization of technology, including the human activities of:

a. Designing and developing technological systems;

b. Determining and controlling the behavior of technological systems;

c. Utilizing technological systems; and

d. Assessing the impacts and consequences of technological systems.

2. Understanding of technological knowledge, including:

a. The nature and evolution of technology;

b. Technological concepts and principles; and

c. Technological resources, impacts, consequences, and linkages with other fields.

3. Understanding and utilization of the major systems of technology, including the:

- a. Synthesis of the processes for creating, encoding, transmitting, receiving, decoding, storage, and retrieval of information using communication systems in a global information society;
- b. Application of the principles and processes characteristic of contemporary and future production systems, including the research, engineering design and testing, planning, organization, resources, and distribution; and
- c. Integration and organization of transportation systems, including land, sea, air, and space as a means of transporting people, goods, and services in a global economy.
- 4. Understanding and utilization of the knowledge, skills, and processes for teaching in a laboratory environment, including:
  - a. Laboratory safety rules, regulations, processes and procedures;
  - b. Ability to organize technological content into effective instructional units;
  - c. Ability to deliver instruction to diverse learners;
  - d. Ability to evaluate student achievement, curriculum materials and instructional processes;
  - e. Ability to incorporate new and emerging instructional technologies to enhance student performance; and
  - f. Understanding the concepts and procedures for developing a learner's technological literacy.
- 5. Knowledge and skills necessary to teach leadership skills, organize and manage an effective co-curricular student organization and implement the organization's activities as an integral part of instruction;
- 6. Understanding of and proficiency in grammar, usage, and mechanics and their integration in writing.

**8 VAC 20-542-[220][230] . Career and technical education – trade and industrial education.**

The program in trade and industrial education shall ensure that the candidate has demonstrated the following competencies:

1. Understanding of industrial education and its role in the development of technically competent, socially responsible, and culturally sensitive individuals with potential for leadership in skilled technical work and/or professional studies;
2. Understanding of and the ability to relate experiences designed to develop skills in the interpretation and implementation of industrial education philosophy in accordance with changing demand;
3. The knowledge and experience of systematically planning, executing, and evaluating individual and group instruction;
4. Knowledge of the competencies necessary for effective organization and management of laboratory instruction;
5. Knowledge of the competencies necessary for making physical, social, and emotional adjustments in multicultural student-teacher relationships;
6. Knowledge of the competencies necessary for developing and utilizing systematic methods and instruments for appraising and recording student progress in the vocational classroom;
7. Knowledge of the ability to provide technical work experience through cooperative education or provide a method of evaluating previous occupational experience commensurate with the minimum required standard;
8. Knowledge of the competencies necessary to assist students in job placement and in otherwise bridging the gap between education and work;
9. Understanding of the awareness of the human relations factor in industry, with emphasis on the area of cooperation among labor, management, and the schools;
10. Knowledge of the teacher's role in the school and community;

11. Understanding of the content, skills, and techniques necessary to teach a particular trade area;

12. Knowledge of the competencies necessary to organize and manage an effective student organization; and

13. Understanding of and proficiency in grammar, usage, and mechanics and their integration in writing.

**8 VAC 20-542-[230] [240]. Career and technical education – vocational special needs (add-on endorsement).**

The program in vocational special needs (add-on endorsement) shall ensure that the candidate has demonstrated the following competencies:

1. Understanding of vocational special needs programs and services; characteristics of students who are disadvantaged, disabled, and gifted; and program development, implementation, and evaluation.

2. Understanding of instructional methods and resources in career-vocational, community-based, and transition programs for targeted populations in career and technical education, including:

a. Use of learning and teaching styles to plan and deliver instruction;

b. Use of vocational assessment results to plan individual instruction strategies;

c. Ability to plan and manage a competency-based education system;

d. Ability to adapt curriculum materials to meet special student needs;

e. Use of a variety of classroom [and behavior] management techniques to develop an enhanced learning environment;

f. Use of different processes to improve collaboration with colleagues, parents, and the community; and

g. Ability to plan learning experiences that prepare individuals for transition to more advanced education and career development options.

3. Understanding of the planning, delivery, and management of work-based education programs such as community surveying, cooperative education, simulation, directed observation, shadowing, mentoring, and internship.

4. Understanding of strategies for enabling students to learn all aspects of particular industries—planning, management, finances, technical and production skills, labor and community issues, health and safety, environmental issues, and the technology associated with the specific industry.

5. Understanding of career/life planning procedures, transitioning processes and procedures, and career-search techniques.

6. Understanding of and proficiency in grammar, usage, and mechanics and their integration in writing.

**8 VAC 20-542-[240] [250]. Computer science.**

The program in computer science shall ensure that the candidate has demonstrated the following competencies:

1. Understanding of mathematical principles that are the basis of many computer applications;

2. Knowledge of structured program and algorithm design, and data structures;

3. Knowledge of programming and evaluating programs in at least two widely used, high-level, structured programming languages;

4. Knowledge of programming languages including definition, structure, and comparison;

5. Knowledge of the functions, capabilities, and limitations of computers;

6. Knowledge of mainframe, minicomputer, and microcomputer systems and their applications;

7. An ability to use currently available software for word processing, calculation/spreadsheet, database management, and communications; and

8. Understanding of and proficiency in grammar, usage, and mechanics and their integration in writing.

**8 VAC 20-542-[250] [260]. Dance arts preK-12.**

The program in dance arts shall ensure that the candidate has demonstrated the following competencies:

1. Understanding of the knowledge, skills, and processes of the dance arts discipline as defined in the Virginia Standards of Learning and how they provide a foundation needed to teach dance arts;

2. Understanding of the knowledge, skills, and processes for teaching dance arts to meet the developmental levels [and academic needs] of students in preK-12, including the following:

a. Knowledge of and experience in planning, developing, administering, and evaluating a program of dance arts education;

b. Knowledge and understanding for teaching dance arts, including: performance and production, cultural context and dance history, judgment and criticism, and aesthetics;

c. Ballet, folk, jazz, and modern dance with an area of concentration in one of these areas;

d. Scientific foundations, including human anatomy, kinesiology, and injury prevention and care for dance arts;

e. The relationship of dance arts and culture and the influence of dance on past and present cultures, including history of dance;

f. Knowledge and understanding of artistic copyright laws;

g. Knowledge of assessment strategies to foster, support, and enhance student dance arts learning;

h. Knowledge of related areas of the fine arts, such as music, theater arts, and the visual arts; and

i. Observation and student teaching experiences at the elementary, middle, and secondary levels.

3. Understanding of and proficiency in grammar, usage, and mechanics and their integration in writing.

**8 VAC 20-542-[260] [270]. Driver education (add-on endorsement).**

The program in driver education shall ensure that the candidate has demonstrated the following competencies:

1. Basic understanding of the administration of a driver education program as required by § 22.1-205 of the Code of Virginia and the Curriculum and Administrative Guide for Driver Education in Virginia including:

a. Coordination and scheduling of classroom and in-car instruction;

b. Skill and content knowledge assessment;

c. Student safety and other legal issues;

d. The juvenile licensing process;

e. Motor vehicle section of the Code of Virginia;

f. Vehicle procurement and equipment requirements; and

g. Instructional technologies.

2. Basic content knowledge needed to understand and teach classroom and in-car driver education including:

a. Traffic laws, signs, signals, pavement markings, and right-of-way rules;

b. Licensing procedures, and other legal responsibilities associated with the driving privilege; and vehicle ownership;

c. Vehicle control skills;

d. Interaction with other highway users (pedestrians, animals, motorcycles, bicycles, trucks, buses, trains, trailers, motor homes, ATVs, and other recreational users);

- e. Time, space, visibility and risk management skills;
- f. Alcohol and other drugs and driving;
- g. Passive and active restraint systems;
- h. Vehicle maintenance;
- i. Risk reducing behaviors (i.e., aggressive driving, fatigue and distracted driving);
- j. Natural laws and driving;
- k. Adverse driving conditions and handling emergencies; and
- l. Planning a safe trip.

3. Basic content knowledge needed to understand and teach the driver education laboratory phase including:

- a. Simulation and other instructional technologies;
- b. Multiple-car range;
- c. Route planning;
- d. Basic and evasive maneuvers;
- e. Vehicle control from instructor's seat;
- f. Manual transmission; and
- g. Administration of the driver's license road skills examination and procedures for licensing students with disabilities.

4. Understanding of and proficiency in grammar, usage, and mechanics and their integration in writing.

**8 VAC 20-542-[270] [280]. English.**

The program in English shall ensure that the candidate has demonstrated the following competencies:

1. Understanding of the knowledge, skills, and processes of English as defined in the Virginia Standards of Learning;

2. Skills necessary to teach the writing process and the different forms of writing (narrative, descriptive, expository, persuasive, and informational) and to employ available technology;

3. Knowledge of grammar, usage, and mechanics and their integration in writing;

4. Understanding of the nature and development of language including vocabulary appropriate to the topic, audience, and purpose;

5. Knowledge of reading strategies and techniques used to enhance reading comprehensive skills;

6. Knowledge of speaking and listening skills;

7. Knowledge of varied works from British, American, world, and ethnic/minority literature appropriate for English instruction; and

8. The ability to provide experiences in communication arts, such as journalism, dramatics, debate, forensics, radio, television, films and other media.

**8 VAC 20-542-[280] [290]. English as a second language preK-12.**

The program in English as a second language shall ensure that the candidate has demonstrated the following competencies:

1. Knowledge of general linguistics and English linguistics;

2. Skills in elementary and secondary teaching methods and student assessment for English as a second language;

3. Skills in the teaching of reading to include the five areas of reading instruction: phonemic awareness, phonics, fluency, vocabulary and text comprehension as well as the similarities and differences between reading in a first language and reading in a second language;

4. Knowledge of the effects of socio-cultural variables in the instructional setting;

5. Proficiency in spoken and written English;

6. Knowledge of another language and its structure; and

7. Understanding of and proficiency in grammar, usage, and mechanics and their integration in writing.

**8 VAC 20-542-[290] [300]. Foreign language preK-12.**

A. The specific language of the endorsement shall be noted on the license.

B. Foreign language preK-12 – languages other than Latin.

1. The program in the foreign language shall ensure that the candidate has:

a. Demonstrated the following competencies:

(1) Understanding of authentic speech at a normal tempo;

(2) Ability to speak with a command of vocabulary, pronunciation, and syntax adequate for expressing thoughts to a native speaker not used to dealing with foreigners;

(3) Ability to read and comprehend authentic texts of average difficulty and of mature content;

(4) Ability to write a variety of texts including description and narration with clarity and correctness in vocabulary and syntax;

(5) Knowledge of geography, history, social structure and artistic and literary contributions of the target societies;

(6) Ability to interpret contemporary lifestyles, customs, and cultural patterns of the target societies;

(7) Understanding of the application of basic concepts of phonology, syntax, and morphology to the teaching of the foreign language;

(8) Knowledge of the national standards for foreign language learning, current proficiency-based objectives of the teaching of foreign languages at the elementary

and secondary levels, elementary and secondary methods and techniques for attaining these objectives, the assessment of foreign language skills, the use of media in teaching languages, current curricular developments, the relationship of language study to other areas of the curriculum, and the professional literature of foreign language teaching; and

(9) Understanding of and proficiency in grammar, usage, and mechanics and their integration in writing; and

b. Participated in opportunities for significant foreign language study or living experiences in this country or abroad, or both.

C. Foreign language preK-12 – Latin.

1. The program in Latin shall ensure that the candidate has demonstrated the following competencies:

a. Ability to read and comprehend Latin in the original;

b. Ability to pronounce Latin with consistent classical (or ecclesiastical) pronunciation;

c. Knowledge of the vocabulary, phonetics, morphology and syntax of Latin and the etymological impact of Latin;

d. Ability to discuss the culture and civilization of Greco-Roman society, including history, daily life, art, architecture, and geography;

e. Ability to explain the relationship of Greco-Roman culture and civilization to subsequent cultures and civilizations;

f. Knowledge of major literary masterpieces and their relationship to the historical and social context of the society;

g. Competency in (i) current methodologies for teaching Latin at the elementary and secondary levels; (ii) lesson planning, scope and sequencing of material, instructional strategies and assessment under the guidance of an experienced Latin teacher; and

h. Understanding of and proficiency in grammar, usage, and mechanics and their integration in writing.

D. Foreign language preK-12 – American Sign Language.

1. The program in American Sign Language shall ensure that the candidate has:

a. Demonstrated the following competencies:

(1) Understanding of native users of American Sign Language at a normal tempo;

(2) Ability to sign with a command of vocabulary, nominal behaviors, and syntax adequate for expressing thoughts to an American Sign Language user not accustomed to dealing with non-American Sign Language users;

(3) Knowledge of history, social structure and artistic and literary contributions of the deaf culture;

(4) Ability to interpret contemporary lifestyles, customs, and cultural patterns of the deaf culture;

(5) Understanding of the application of basic concepts of phonology (e.g., hand shapes, types of signs, orientation on the body, sign movements), syntax, and morphology to the teaching of the American Sign Language;

(6) Knowledge of the national standards for foreign language learning, current proficiency-based objectives of the teaching of foreign languages at the elementary and secondary levels, elementary and secondary methods and techniques for attaining these objectives, the assessment of foreign language skills, the use of media in teaching languages, current curricular developments, the relationship of language study to other areas of the curriculum, and the professional literature of foreign language teaching; and

(7) Understanding of and proficiency in English grammar, usage, and mechanics and their integration in writing.

b. Participation in opportunities for significant study of the linguistics of American Sign Language and immersion experiences in the deaf culture.

**8 VAC 20-542-[300] [310]. Gifted education (add-on endorsement).**

The program in gifted education shall ensure that the candidate has demonstrated the following competencies:

1. Understanding of principles of the integration of gifted education and general education, including:
  - a. Strategies to encourage the interaction of gifted students with students of similar and differing abilities; and
  - b. Development of activities to encourage parental and community involvement in the education of the gifted, including the establishment and maintenance of an effective advisory committee.
2. Understanding of the characteristics of gifted students, including:
  - a. Varied expressions of advanced aptitudes, skills, creativity, and conceptual understandings;
  - b. Methodologies that respond to the affective (social-emotional) needs of gifted students; and
  - c. Gifted behaviors in special populations (i.e., those who are culturally diverse, economically disadvantaged, or physically disabled).
3. Understanding of specific techniques to identify gifted students using diagnostic and prescriptive approaches to assessment, including:
  - a. The selection, use, and evaluation of multiple assessment instruments and identification strategies;
  - b. The use of both subjective and objective measures to provide relevant information regarding the aptitude/ability or achievement of potentially gifted students;
  - c. The use of authentic assessment tools such as portfolios to determine performance, motivation/interest and other characteristics of potentially gifted students;

d. The development, use, and reliability of rating scales, checklists, and questionnaires by parents, teachers and others;

e. The evaluation of data collected from student records such as grades, honors, and awards;

f. The use of case study reports providing information concerning exceptional conditions; and

g. The structure, training, and procedures used by the identification and placement committee.

4. Understanding and application of a variety of educational models, teaching methods, and strategies for selecting materials and resources that ensure:

a. Academic rigor through the development of high-level proficiency in all core academic areas utilizing the Virginia Standards of Learning as a baseline;

b. The acquisition of knowledge and development of products that demonstrate creative and critical thinking as applied to learning both in and out of the classroom; and

c. The development of learning environments that guide students to become self-directed, independent learners.

5. Understanding and application of theories and principles of differentiating curriculum designed to match the distinct characteristics of gifted learners to the programs and curriculum offered to gifted students, including:

a. The integration of multiple disciplines into an area of study;

b. Emphasis on in-depth learning, independent and self-directed study skills and metacognitive skills;

c. The development of analytical, organizational, critical, and creative thinking skills;

d. The development of sophisticated products using varied modes of expression;

e. The evaluation of student learning through appropriate and specific criteria; and

- f. The development of advanced technological skills to enhance student performance.
- 6. Understanding of contemporary issues and research in gifted education, including:
  - a. The systematic gathering, analyzing, and reporting of formative and summative data; and
  - b. Current local, state, and national issues and concerns.
- 7. Understanding of and proficiency in grammar, usage, and mechanics and their integration in writing.
- 8. The program shall include a practicum that shall include a minimum of 45 instructional hours of successful teaching experiences with gifted students in a heterogeneously grouped (mixed ability) classroom and a homogeneously grouped (single ability) classroom.

**8 VAC 20-542-[310] [320]. Health and physical education preK-12.**

The program in health and physical education preK-12 shall ensure that the candidate has demonstrated the following competencies:

- 1. Understanding of the knowledge, skills, and processes of health and physical education as defined in the Virginia Standards of Learning.
- 2. Understanding basic human anatomy and physiology needed to teach quality health and physical education.
- 3. Understanding of the basic scientific principles under girding human movement as they apply to:
  - a. Health-related fitness (flexibility, muscular strength, cardiovascular endurance, and body composition); and
  - b. Skill-related fitness (coordination, agility, power, balance, speed and reaction).
- 4. Basic understanding of the administration of a health and physical education program, including:
  - a. Instruction;

b. Student safety and other legal issues;

c. Assessment; and

d. Its role in comprehensive school health.

5. Understanding of the knowledge, skills, and processes for teaching health education, including:

a. Personal health and fitness;

b. Mental and emotional health;

c. Nutrition, body image and weight management;

d. Tobacco, alcohol, and other drugs;

e. Safety and emergency care (first aid, CPR, universal precautions);

f. Injury prevention and rehabilitation;

g. Consumer health and information access;

h. Communicable and noncommunicable diseases prevention and treatment;

i. Environmental health;

j. Community health and wellness; and

k. Violence prevention, resistance skills and conflict mediation.

6. Understanding of the knowledge, skills, and processes for teaching physical education, including:

a. Sequential preK-12 instruction in a variety of movement forms that include:

(1) Cooperative activities;

(2) Outdoor and adventure activities;

(3) Rhythms and dance; and

(4) Team and individual activities;

b. Activities for the physically and mentally challenged; and

c. Activities designed to help students understand, develop, and value personal fitness.

7. Understanding of and ability to teach:

a. The relationship between a physically active lifestyle and health;

b. The cultural significance of dance, leisure, competition, and sportsmanship; and

c. The use of new and emerging instructional technology.

8. Understanding of and proficiency in grammar, usage, and mechanics and their integration in writing.

**8 VAC 20-542-[320] [330]. History and social sciences.**

The program in history and social science shall ensure that the candidate has demonstrated the following competencies:

1. Understanding of the knowledge, skills, and processes of history and the social science disciplines as defined by the Virginia History and Social Science Standards of Learning and how the standards provide the foundation for teaching history and the social sciences, including in:

a. United States history.

(1) The evolution of the American constitutional republic and its ideas, institutions, and practices from the colonial period to the present; the American Revolution, including ideas and principles preserved in significant Virginia and United States historical documents as required by § 22.1-201 of the Code of Virginia (Declaration of American Independence, the general principles of the Constitution of the United States, the Virginia Statute of Religious Freedom, the charters of April 10, 1606, May 23, 1609, and March 12, 1612, of the Virginia Company, and the Virginia Declaration of Rights); and historical challenges to the American political system;

(2) The influence of religious traditions on American heritage and contemporary American society;

(3) The influence of immigration on American political, social, and economic life;

(4) The origins, effects, aftermath and significance of the two world wars, the Korean and Vietnam conflicts, and the Post-Cold War Era;

(5) The social, political, and economic transformations in American life during the 20th century;

(6) The tensions between liberty and equality, liberty and order, region and nation, individualism and the common welfare, and between cultural diversity and national unity; and

(7) The difference between a democracy and a republic.

b. World history.

(1) The political, philosophical, and cultural legacies of ancient American, Asian, African, and European civilizations;

(2) The origins, ideas, and institutions of Judaism, Christianity, Hinduism, Confucianism and Taoism, and Shinto, Buddhist and Islamic religious traditions;

(3) Medieval society, institutions, and civilizations; feudalism and the evolution of representative government;

(4) The social, political, and economic contributions of selected civilizations in Africa, Asia, Europe, and the Americas;

(5) The culture and ideas of the Renaissance and the Reformation, European exploration, and the origins of capitalism and colonization;

(6) The cultural ideas of the Enlightenment and the intellectual revolution of the 17th and 18th centuries;

(7) The sources, results, and influences of the American and French revolutions;

(8) The social consequences of the Industrial Revolution and its impact on politics and culture;

(9) The global influence of European ideologies of the 19th and 20th centuries (liberalism, republicanism, social democracy, Marxism, nationalism, Communism, Fascism, and Nazism); and

(10) The origins, effects, aftermath and significance of the two world wars, the Korean and Vietnam conflicts, and the Post-Cold War Era.

c. Civics/government and economics.

(1) The essential characteristics of limited and unlimited governments;

(2) The importance of the Rule of Law for the protection of individual rights and the common good;

(3) The rights and responsibilities of American citizenship;

(4) The nature and purposes of constitutions and alternative ways of organizing constitutional governments;

(5) American political culture;

(6) Values and principles of the American constitutional republic;

(7) The structures, functions, and powers of local and state government;

(8) Importance of citizen participation in the political process in local and state government;

(9) The structures, functions, and powers of the national government;

(10) The role of the United States in foreign policy and national security;

(11) The structure of the federal judiciary;

(12) The structure and function of the United States market economy as compared with other economies;

(13) Knowledge of the impact of the government role in the economy and individual economic and political freedoms;

(14) Knowledge of economic systems in the areas of productivity and key economic indicators; and

(15) The analysis of global economic trends.

d. Geography.

(1) Use of maps and other geographic representations, tools, and technologies to acquire, process, and report information;

(2) Physical and human characteristics of places;

(3) Relationship between human activity and the physical environment;

(4) Physical processes that shape the surface of the Earth;

(5) Characteristics and distribution of ecosystems on the Earth;

(6) Characteristics, distribution, and migration of human populations;

(7) Patterns and networks of economic interdependence;

(8) Processes, patterns, and functions of human settlement;

(9) How the forces of conflict and cooperation influence the division and control of the Earth's surface;

(10) How physical systems affect human systems;

(11) Changes that occur in the meaning, use, distribution, and importance of resources; and

(12) Applying geography to interpret the past and the present and to plan for the future.

2. Understanding of history and social sciences to appreciate the significance of:

a. Diverse cultures and shared humanity;

b. How things happen, how they change, and how human intervention matters;

c. The interplay of change and continuity;

d. How people in other times and places have struggled with fundamental questions of truth, justice, and personal responsibility;

e. The importance of individuals who have made a difference in history and the significance of personal character to the future of society;

f. The relationship among history, geography, civics, and economics;

g. The difference between fact and conjecture, evidence and assertion, and the importance of framing useful questions;

h. How ideas have real consequences;

i. The importance of primary documents and the potential problems with second-hand accounts; and

j. How scientific and technological advances affect the workplace, healthcare, and education.

3. Understanding of the use of the content and processes of history and social science instruction, including:

a. Fluency in historical analysis skills;

b. Skill in debate, discussion, and persuasive writing;

c. The ability to organize key social science content into meaningful units of instruction;

d. The ability to provide instruction using a variety of instructional techniques;

e. The ability to evaluate primary and secondary instructional resources, instruction, and student achievement; and

f. The ability to incorporate appropriate technologies into social science instruction.

4. Understanding of the content, processes, and skills of one of the social sciences disciplines at a level equivalent to an undergraduate major, along with sufficient understanding of the three supporting disciplines to ensure:

- a. The ability to teach the processes and organizing concepts of social science;
  - b. An understanding of the significance of the social sciences;
  - c. Student achievement in the social sciences; and
  - d. An understanding of the media influence on contemporary America.
5. Understanding of and proficiency in grammar, usage, and mechanics and their integration in writing.

**8 VAC 20-542-[330] [340]. Journalism (add-on endorsement).**

The program in journalism (add-on endorsement) shall ensure that the candidate has demonstrated the following competencies:

- 1. Understanding of the history and functions of journalism in American culture including the value of freedom of speech and press and the complexity of legal and ethical issues;
- 2. Understanding of the knowledge of and experience in theory and practice of both print and nonprint media including design and layout production and the use of technology; and
- 3. Possession of skills in journalistic management and the processes of interviewing and writing, including news articles, features, ad copy, obituaries, reviews, editorials, and captions; their differences and the ability to analyze and evaluate journalism.

**8 VAC 20-542-[340] [350]. Keyboarding (add-on endorsement).**

The program in keyboarding (add-on endorsement) shall ensure that the candidate has demonstrated the following competencies:

- 1. Possession of skills in fingering and keyboard manipulation techniques to model and provide touch keyboarding instruction;
- 2. Ability to provide instruction that allows students to develop touch fingering techniques in a kinesthetic response to the keyboard required for rapid, accurate entry of data and information; and

3. Ability to provide instruction for current procedures in formatting documents.

**8 VAC 20-542-[350] [360]. Library media preK-12.**

The program in library media preK-12 shall ensure that the candidate has demonstrated the following competencies:

1. Proficiency in selecting, evaluating, organizing, and processing materials and equipment;
2. Proficiency in the production and use of a variety of media (print and nonprint);
3. Proficiency in organizing, managing, and evaluating media programs;
4. Proficiency in applying the principles of curriculum planning, learning, and teaching as they relate to informational skills and to the role of the library-media specialist as a resource person and as a member of the educational team;
5. Understanding of the knowledge, skills, and processes of the issues surrounding ethical access and use of information, including copyright, intellectual freedom, privacy, and security; and
6. Understanding of and proficiency in grammar, usage, and mechanics and their integration in writing.

**8 VAC 20-542-[360] [370]. Mathematics.**

The program in mathematics shall ensure that the candidate has demonstrated the following competencies:

1. Understanding of the knowledge, skills, and processes of the Virginia Mathematics Standards of Learning and how curriculum may be organized to teach these standards to diverse learners;
2. Understanding of a core knowledge base of concepts and procedures within the discipline of mathematics, including the following strands: number systems and number theory; geometry and measurement; analytic geometry; statistics and probability; functions and algebra; calculus; and discrete mathematics;

3. Understanding of the sequential nature of mathematics and the mathematical structures inherent in the content strands;
4. Understanding of the connections among mathematical concepts and procedures and their practical applications;
5. Understanding of and the ability to use the five processes – becoming mathematical problem solvers, reasoning mathematically, communicating mathematically, making mathematical connections, and using mathematical representations – at different levels of complexity;
6. Understanding of the history of mathematics, including the contributions of different individuals and cultures toward the development of mathematics and the role of mathematics in culture and society;
7. Understanding of major current curriculum studies and trends in mathematics;
8. Understanding of the role of technology and the ability to use graphing utilities and computers in the teaching and learning of mathematics;
9. Understanding of and the ability to select, adapt, evaluate and use instructional materials and resources, including professional journals and technology;
10. Understanding of and the ability to use strategies for managing, assessing, and monitoring student learning, including diagnosing student errors;
11. Understanding of and the ability to use strategies to teach mathematics to diverse learners; and
12. Understanding of and proficiency in grammar, usage, and mechanics and their integration in writing.

**8 VAC 20-542-[370] [380]. Mathematics – Algebra I (add-on endorsement).**

The program in Algebra I shall ensure that the candidate has demonstrated the following competencies:

1. Understanding of the mathematics relevant to the content identified in the Mathematics Standards of Learning and how the standards provide the foundation for teaching middle level mathematics through Algebra I. The use of technology shall be used in enhancing the student's ability to develop concepts, compute, solve problems, and apply mathematics in practical applications with the mathematics content, including:

- a. The structure of real numbers and subsets, basic operations, and properties;
- b. Elementary number theory, ratio, proportion, and percent;
- c. Algebra, trigonometry, and analytic geometry: operations with monomials and polynomials; algebraic fractions; linear, quadratic, and higher degree equations and inequalities; linear systems of equations and inequalities; nonlinear systems of equations; radicals and exponents; complex numbers; arithmetic and geometric sequences and series; algebraic, trigonometric, logarithmic, exponential, absolute value, and step functions; domain and range of functions; composite and inverse functions; one-to-one mapping; transformations between graphical, tabular and symbolic form of functions; direct and inverse variation; line and curve of best fit; conics; and recognition and application of trigonometric identities;
- d. Calculus: applications of limits and standard integration and differentiation;
- e. Linear algebra: matrices, vectors, and linear transformations;
- f. Measurement systems, including U.S. customary and metric;
- g. Geometry: geometric figures, their properties, relationships, and application of the Pythagorean Theorem; using deductive axiomatic methods of proof and inductive reasoning; perimeter, area and surface area of two- and three-dimensional figures; coordinate and transformational geometry; and constructions;
- h. Probability and statistics: experimental and theoretical probability; prediction; graphical representations, including box-and-whisker plots; and measures of central tendency, range, standard deviation, and simple distributions;

- i. Discrete mathematics: symbolic logic, sets, permutations and combinations, functions that are defined recursively, and linear programming; and
- j. Computer science: terminology, simple programming, and software applications.
- 2. Understanding of and proficiency in grammar, usage, and mechanics and their integration in writing.

**8 VAC 20-542-[380] [390]. Music education – instrumental preK-12.**

The program in music education – instrumental preK-12 shall ensure that the candidate has demonstrated the following competencies:

- 1. Understanding of the knowledge, skills, and processes of the music discipline as defined in the Virginia Standards of Learning and how they provide a necessary foundation integral to teaching instrumental music.
- 2. Understanding of the common elements of music – rhythm, melody, harmony, timbre, texture, dynamics, form – and their relationship with each other [and student academic needs] and to employ this understanding in the analysis of music.
- 3. Effective musicianship through the development of:
  - a. Basic skills in conducting, in score reading, in teaching musical courses and in rehearsal techniques for choral and instrumental music;
  - b. Skills in composing, arranging, and adapting music to meet the classroom needs and ability levels of school performing groups;
  - c. Skills in providing and directing creative experiences and improvising when necessary;
  - d. Proficiency, sufficient for classroom instruction, on keyboard or other accompanying instrument; and
  - e. The ability to perform in ensembles.
- 4. Knowledge of music history and literature with emphasis on the relationship of music to culture and the ability to place compositions in historical and stylistic perspective.

5. Knowledge of a comprehensive program of music education based upon sound philosophy, content, and methodology for teaching in elementary, middle, and secondary schools.
6. Observation and professional laboratory experiences with pupils in elementary, middle, and secondary schools, including instruction of instrumental groups.
7. Specialization on a musical instrument and functional teaching knowledge on each of the string, brass, woodwind, and percussion instruments.
8. Competency in rehearsing and conducting combined instrumental and vocal groups. In addition, the program shall provide instruction in business procedures, organization, and management of large and small instrumental ensembles, with knowledge of vocal techniques in rehearsing and conducting combined instrumental and vocal groups.
9. Knowledge and understanding of artistic copyright laws.
10. Knowledge and understanding of safety, including performance and studio.
11. Knowledge of assessment strategies to foster, support, and enhance student music learning.
12. Knowledge of related areas of the fine arts, such as dance arts, theatre arts, and the visual arts.
13. Understanding of and proficiency in grammar, usage, and mechanics and their integration in writing.

**8 VAC 20-542-[390] [400]. Music education – vocal/choral preK-12.**

A. The program in music education – vocal/choral preK-12 shall ensure that the candidate has demonstrated the following competencies:

1. Understanding of the knowledge, skills, and processes of the music discipline as defined in the Virginia Standards of Learning and how they provide a necessary foundation integral to teaching instrumental music.

2. Understanding of the common elements of music—rhythm, melody, harmony, timbre, texture, dynamics, form—and their relationship with each other [and student academic needs] and to employ this understanding in the analysis of music.

3. Effective musicianship through the development of:

a. Basic skills in conducting, in score reading, in teaching musical courses, and in rehearsal techniques for choral and instrumental music;

b. Skills in composing, arranging, and adapting music to meet the classroom needs and ability levels of school performing groups;

c. Skills in providing and directing creative experiences and improvising when necessary;

d. Proficiency, sufficient for classroom instruction, on keyboard or other accompanying instrument; and

e. The ability to perform in ensembles.

4. Knowledge of music history and literature with emphasis on the relationship of music to culture and the ability to place compositions in historical and stylistic perspective.

5. Knowledge of a comprehensive program of music education based upon sound philosophy, content, and methodology for teaching in elementary, middle, and secondary schools.

6. Observation and professional laboratory experiences with pupils at elementary, middle, and secondary levels, including instruction of choral groups.

7. Specialization in the methods, materials, and media appropriate to the teaching of vocal/choral and general music at elementary, middle, and secondary levels.

8. Competency in rehearsing and conducting choral ensembles and combined vocal and instrumental school groups. In addition, the program shall provide instruction in business procedures, organization, and management of large and small choral ensembles, with knowledge of instrumental techniques in rehearsing and conducting combined vocal and instrumental school groups.

9. Knowledge and understanding of artistic copyright laws.

10. Knowledge and understanding of safety, including performance and studio.

11. Knowledge of assessment strategies to foster, support, and enhance student music learning.

12. Knowledge of related areas of the fine arts, such as dance arts, theatre arts, and the visual arts.

13. Understanding of and proficiency in grammar, usage, and mechanics and their integration in writing.

**8 VAC 20-542-[400] [410]. Science – biology.**

The program in biology shall ensure that the candidate demonstrates the following competencies:

1. Understanding of the knowledge, skills, and processes of the four core science disciplines as defined in the Virginia Science Standards of Learning and how these provide a sound foundation for teaching biology.

2. Understanding of the nature of science and scientific inquiry, including the:

a. Function of research design and experimentation;

b. Role and nature of the theory in explaining and predicting events and phenomena;  
and

c. Role of observation, measurement, data, and evidence in verifying and validating scientific concepts and principles.

3. Understanding of the knowledge, skills, and processes for teaching laboratory science, including the ability to:

a. Design instruction reflecting the goals of the Virginia Science Standards of Learning;

b. Conduct research projects and experiments;

- c. Implement laboratory safety rules/procedures and ensure that students take appropriate safety precautions;
  - d. Organize key biological content into meaningful units of instruction;
  - e. Adapt instruction to diverse learners using a variety of techniques;
  - f. Evaluate student achievement, instructional materials, and teaching practices; and
  - g. Incorporate instructional technology to enhance student performance.
4. Understanding of the content, processes, and skills of biology, equivalent to an undergraduate degree in biology, with course work in genetics/molecular biology, botany, zoology, anatomy/physiology, and ecology.
5. Understanding of basic physics, chemistry (including organic chemistry), the Earth sciences, and mathematics (including statistics) to ensure:
- a. The placement of biology in an appropriate interdisciplinary context;
  - b. The ability to teach the processes and organizing concepts common to the natural and physical sciences; and
  - c. Student achievement in biology.
6. Understanding of the contributions and significance of biology, including:
- a. Its social and cultural significance;
  - b. The relationship of biology and other sciences to technology; and
  - c. The historical development of scientific concepts and scientific reasoning.
7. Understanding of and proficiency in grammar, usage, and mechanics and their integration in writing.

**8 VAC 20-542-[410] [420]. Science – chemistry.**

The program in chemistry shall ensure that the candidate demonstrates the following competencies:

1. Understanding of the knowledge, skills, and processes of the four core science disciplines as defined in the Virginia Science Standards of Learning and how they provide a sound foundation for teaching chemistry.
2. Understanding of the nature of science and scientific inquiry including the:
  - a. Function of research design and experimentation;
  - b. Role and nature of the theory in explaining and predicting events and phenomena; and
  - c. Role of observation, measurements, data, and evidence in verifying and validating scientific concepts and principles.
3. Understanding of the knowledge, skills, and processes for teaching laboratory science, including the ability to:
  - a. Design instruction reflecting the goals of the Virginia Science Standards of Learning;
  - b. Conduct research projects and experiments;
  - c. Implement laboratory safety rules/procedures and ensure that students take appropriate safety precautions;
  - d. Organize key chemistry content into meaningful units of instruction;
  - e. Adapt instruction to diverse learners using a variety of techniques;
  - f. Evaluate student achievement, instructional materials, and teaching materials; and
  - g. Incorporate instructional technology to enhance student performance.
4. Understanding of content, processes, and skills of chemistry, equivalent to an undergraduate degree in chemistry, with course work in inorganic chemistry, organic chemistry, physical chemistry, and analytical chemistry.
5. Understanding of basic physics, biology, the Earth sciences, and mathematics (including statistics and calculus) to ensure:

- a. The placement of chemistry in an appropriate interdisciplinary context;
  - b. The ability to teach the processes and organizing concepts common to the natural and physical sciences; and
  - c. Student achievement in chemistry.
- 6. Understanding of the contributions and significance of chemistry, including:
  - a. Its social and cultural significance;
  - b. The relationship of chemistry and other sciences to technology; and
  - c. The historical development of scientific concepts and scientific reasoning.
- 7. Understanding of and proficiency in grammar, usage, and mechanics and their integration in writing.

**8 VAC 20-542-[420] [430]. Science – Earth science.**

The program in Earth science shall ensure that the candidate demonstrates the following competencies:

- 1. Understanding of the knowledge, skills, and processes of the four core science disciplines as defined in the Virginia Science Standards of Learning and how these provide a sound foundation for teaching Earth science.
- 2. Understanding of the nature of science and scientific inquiry, including the:
  - a. Function of research design and experimentation;
  - b. Role and nature of the theory in explaining and predicting events and phenomena; and
  - c. Role of observation, measurement, data, and evidence in verifying and validating scientific concepts and principles.
- 3. Understanding of the knowledge, skills, and processes for teaching laboratory science, including the ability to:

- a. Design instruction reflecting the goals of the Virginia Science Standards of Learning;
  - b. Conduct research projects and experiments;
  - c. Implement laboratory safety rules/procedures and ensure that students take appropriate safety precautions;
  - d. Organize key Earth science content into meaningful units of instruction;
  - e. Adapt instruction to diverse learners using a variety of techniques;
  - f. Evaluate student achievement, instructional materials, and teaching practices; and
  - g. Incorporate instructional technology to enhance student performance.
4. Understanding of the content, processes, and skills of Earth science, equivalent to an undergraduate degree in geology (or a related area), with course work in geology, oceanography, meteorology, and astronomy.
5. Understanding of basic physics, chemistry (including organic chemistry), biology, and mathematics to ensure:
- a. The placement of Earth science in an appropriate interdisciplinary context;
  - b. The ability to teach the processes and organizing concepts common to the natural and physical sciences; and
  - c. Student achievement in Earth science.
6. Understanding of the contributions and significance of Earth science, including:
- a. Its social and cultural significance;
  - b. The relationship of Earth science and other sciences to technology; and
  - c. The historical development of scientific concepts and scientific reasoning.
7. Understanding of and proficiency in grammar, usage, and mechanics and their integration in writing.

**8 VAC 20-542-[430] [440]. Science – physics.**

The program in physics shall ensure that the candidate demonstrates the following competencies:

1. Understanding of the knowledge, skills, and processes of the four core science disciplines as defined in the Virginia Science Standards of Learning and how these provide a sound foundation for teaching physics.
2. Understanding of the nature of science and scientific inquiry, including the:
  - a. Function of research design and experimentation;
  - b. Role and nature of the theory in explaining and predicting events and phenomena; and
  - c. Role of observation, measurement, data, and evidence in verifying and validating scientific concepts and principles.
3. Understanding of the knowledge, skills, and processes for teaching laboratory science, including the ability to:
  - a. Design instruction reflecting the goals of the Virginia Science Standards of Learning;
  - b. Conduct research projects and experiments;
  - c. Implement laboratory safety rules/procedures and ensure that students take appropriate safety precautions;
  - d. Organize key physics content into meaningful units of instruction;
  - e. Adapt instruction to diverse learners using a variety of techniques;
  - f. Evaluate student achievement, instructional materials, and teaching materials; and
  - g. Incorporate instructional technology to enhance student performance.

4. Understanding of content, processes, and skills of physics, equivalent to an undergraduate degree in physics, with course work in mechanics, electricity and magnetism, and optics.

5. Understanding of basic chemistry, biology, the Earth sciences, and mathematics (including statistics and calculus) to ensure:

- a. The placement of physics in an appropriate interdisciplinary context;
- b. The ability to teach the processes and organizing concepts common to the natural and physical sciences; and
- c. Student achievement in physics.

6. Understanding of the contributions and significance of physics, including:

- a. Its social and cultural significance;
- b. The relationship of physics and other sciences to technology; and
- c. The historical development of scientific concepts and scientific reasoning.

7. Understanding of and proficiency in grammar, usage, and mechanics and their integration in writing.

**8 VAC 20-542-[440] [450]. Special education early childhood (birth through age 5).**

The program in special education early childhood (birth through age five) is designed to ensure through course work and field experiences in a variety of settings that the candidate has demonstrated the following competencies:

1. Understanding of the nature and characteristics of major disabling and at-risk conditions, including:

- a. Trends for service delivery to the birth-through-age-five population;
- b. An overview of early childhood special education;
- c. Historical perspective of special education; and
- d. Social development issues.

2. Understanding of the foundation of the legal aspects associated with students with disabilities, including:

- a. Legislative and judicial mandates related to education and special education;
- b. The Individuals with Disabilities Education Act (IDEA), § 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act;
- c. Legal decisions related to persons with disabilities;
- d. Current regulations and procedures governing special education to include individualized education program (IEP) development and/or individualized family service plan (IFSP); and
- e. Disciplinary practices, policies and procedures and alternative placements/programs in schools.

3. Knowledge of the selection, administration, and interpretation of formal and informal assessment techniques for young children with disabling and at-risk conditions and their families.

4. Understanding of the methods for providing instructional programs for early intervention, including:

- a. Service delivery options;
- b. Development of individualized education programs (IEPs) and individualized family service plans (IFSPs);
- c. Curriculum development and implementation to ensure developmentally appropriate intervention techniques in the areas of self-help, motor, cognitive, social/emotional, and language.

5. Understanding of behavior management and the application of principles of learning and child development to individual and group management using a variety of techniques that are appropriate to the age of that child.

6. Understanding of speech and language development and intervention methods, including the effects of disabling and at-risk conditions on young children.

7. Understanding of and experiences with the medical aspects of young children with disabling and at-risk conditions and the management of neurodevelopmental and motor disabilities, including emergency care and the role of health care professionals in the lives of individuals with disabilities.

8. Skills in consultation, case management, and collaboration, including techniques in working with children, families, educators, related service providers, and other human service professionals that include:

a. Service coordination;

b. Interagency coordination;

c. Integration with nondisabled peers;

d. Transition facilitation; and

e. Training, managing, and monitoring paraprofessionals.

9. Understanding of normal child growth and development from birth through age five.

10. Understanding of the theories and techniques of family-centered intervention, including:

a. Multicultural issues and influence; and

b. Family issues.

11. Understanding of the standards of professionalism.

12. Completion of supervised experiences at the preschool level in a variety of settings, including but not limited to home-based, school-based, and community-based.

**8 VAC 20-542-[450] [460]. Special education hearing impairments preK-12.**

The program in special education hearing impairments preK-12 is designed to ensure through course work and field experiences in a variety of settings that the candidate has demonstrated the following competencies:

1. Understanding of the characteristics of individuals with disabilities, including the following:

- a. Characteristics of children and youth with disabilities: developmental and cognitive;
- b. Characteristics of individuals with hearing impairments, including socio-cultural influences and health-related problems; and
- c. Foundations of the education and culture of persons with hearing impairments.

2. Understanding of the foundation of the legal aspects associated with students with disabilities and students with hearing impairments, including:

- a. Legislative and judicial mandates related to education and special education;
- b. The Individuals with Disabilities Education Act (IDEA), § 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act;
- c. Legal decisions related to persons with disabilities;
- d. Current regulations and procedures governing special education, including individualized education program (IEP) development, individualized family service plan (IFSP), and transition services; and
- e. Disciplinary practices, policies and procedures and alternative placements/programs in schools.

3. Understanding of the foundation of assessment and evaluation with an emphasis on individuals who are hearing impaired, including:

- a. Administering, scoring, and interpreting assessments, including norm-referenced, criterion-referenced, and curriculum-based individual and group assessments;
- b. Interpreting assessments for eligibility, placement, and program uses;

c. Techniques to collect, record, and analyze information from observing students;

d. Diagnostic instruction using assessment data;

e. Techniques for recognizing capacity and diversity and its influence on student assessment and evaluation; and

f. Using data from student program evaluation.

4. Understanding of service delivery, classroom [and behavior] management, and instruction, including:

a. The application of current research in practice;

b. Classroom organization and curriculum development;

c. Curriculum adaptations and accommodations;

d. The development of language/literacy skills;

e. The use of technology;

f. Classroom [and behavior] management, including behavior support systems and individual planning;

g. Methods and procedures for teaching persons with hearing impairments;

h. Instructional programming and modifications of curriculum to facilitate integration of students with disabilities into the continuum of programs and services with peers without disabilities;

i. Individual and group behavior management techniques; and

j. Career and vocational aspects of individuals with disabilities, including persons with hearing impairments, in society.

5. Skills in consultation, case management, and collaboration, including:

a. Coordinating service delivery with other professionals in collaborative work environments;

b. Training, managing, and monitoring paraprofessionals;

c. Involving families in the education of their children with disabilities; and

d. Cooperating with community agencies and resources.

6. Understanding of speech, language, and hearing development, including:

a. Speech and language development and the effects of disabling conditions and cultural diversity on typical language development;

b. The effects of hearing impairments and cultural diversity on language development;

c. Anatomy of speech structures, auditory and visual mechanisms, production, transmission and psychophysical characteristics of sound; and

d. General and specific effects of hearing impairment on production and reception of speech.

7. Understanding of audiology, including:

a. Diagnosis in hearing evaluation, testing procedures and characteristics of amplification devices and their application to the instructional processes; and

b. Individual, group amplification systems, cochlear implant systems and other assistive/augmentative communication devices with emphasis on utilization in educational environments.

8. Understanding of communication modalities to include various modalities of communication, including cued speech, speech reading, verbal communication, and demonstrated proficiency in sign language communication.

9. Understanding of the standards for professionalism.

10. Completion of supervised classroom experiences at the elementary and secondary levels with students who have hearing impairments.

**8 VAC 20-542-[460] [470]. Special education adapted curriculum K-12.**

A. The program in special education is designed to ensure through course work and field experiences in a variety of settings that the candidate has demonstrated the following core competencies to prepare children and youth for participation in the general education

curriculum and within the community to the maximum extent possible. The candidate shall also complete the competencies in at least one of the endorsement areas of Special Education Adapted Curriculum K-12, in addition to those required under professional studies, including reading and language acquisition.

1. Foundations. Characteristics, legal and medical aspects.

a. Knowledge of the foundation for educating students with disabilities, including:

- (1) Historical perspectives, models, theories, philosophies, and trends that provide the basis for special education practice;
- (2) Characteristics of children and youth with disabilities relative to age, varying levels of severity, and developmental differences manifested in cognitive, linguistic, physical, psychomotor, social, or emotional functioning;
- (3) Normal patterns of development (i.e., physical, psychomotor, cognitive, linguistic, social, emotional development and their relationship to the various disabilities);
- (4) Medical aspects of disabilities;
- (5) The dynamic influence of the family system and cultural/environmental milieu and related issues pertinent to the education of students with disabilities;
- (6) Educational implications of the various disabilities; and
- (7) Understanding of ethical issues and the practice of accepted standards of professional behavior.

b. An understanding and application of the legal aspects, regulatory requirements, and expectations associated with identification, education, and evaluation of students with disabilities, including:

- (1) Legislative and judicial mandates related to education and special education (e.g., the Individuals with Disabilities Education Act, § 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, the No Child Left Behind Act of 2001, etc.);

(2) Current regulations governing special education (e.g., individualized education program (IEP) development; disciplinary practices, policies, and procedures; and alternative placements/programs in schools); and

(3) "Rights and responsibilities" of parents, students, teachers, and schools as they relate to individuals with disabilities and disability issues.

2. Assessments and management of instruction and behavior.

a. An understanding and application of the foundation of assessment and evaluation related to best special education practice, including:

(1) Ethical issues and responsibilities in the assessment of individuals with disabilities;

(2) Procedures for screening, prereferral, referral, and eligibility determinations;

(3) Factors that may influence assessment findings such as cultural, behavioral, and learning diversity;

(4) Administration, scoring, and interpretation of commonly used individual and group instruments, including norm-referenced, criterion-referenced, and curriculum-based measures as well as task analysis, observation, portfolio, and environmental assessments; and

(5) Synthesis and interpretation of assessment findings for eligibility, program planning, and program evaluation decisions.

b. An understanding and application of service delivery, curriculum, and instruction of students with disabilities, including:

(1) Classroom organization and curriculum development;

(2). Scope and sequence of the general education curriculum;

(3) Complex nature of language acquisition and reading ( reading competencies in Professional studies requirements): Reading, special education – language acquisition and reading: Skills in this area shall be designed to impart a thorough

understanding of the complex nature of language acquisition and reading to include: phonemic awareness, an understanding of sound/symbol relationships, explicit phonics instruction, syllables, phonemes, morphemes, decoding skills, word attack skills, and a knowledge of how phonics, syntax, and semantics interact. Additional skills shall include proficiency in a wide variety of comprehension strategies, as well as the ability to foster appreciation of a variety of literature and independent reading;

(4) Complex nature of numeracy acquisition and the sequential nature of mathematics;

(5) Alternative ways to teach content material including curriculum adaptation and curriculum modifications;

(6) Procedures to develop, provide, and evaluate instruction consistent with students' individual needs;

(7) Strategies to promote successful integration of students with disabilities with their nondisabled peers;

(8) Use of technology to promote student learning; and

(9) Structure and organization of general education classrooms and other instructional settings representing the continuum of special education services (to include field experiences).

c. An understanding and application of classroom [and behavior] management techniques and individual interventions, including techniques that:

(1) Promote emotional well-being and teach and maintain behavioral conduct and skills consistent with norms, standards, and rules of the educational environment;

(2) Address diverse approaches based upon behavioral, cognitive, affective, social and ecological theory and practice;

(3) Provide positive behavioral supports; and

(4) Are based on functional assessment of behavior.

d. The ability to prepare students and work with families to promote successful student transitions throughout the educational experience to include postsecondary training, employment, and independent living that addresses an understanding of long-term planning, career development, life skills, community experiences and resources, self-advocacy and self-determination, guardianship, and legal considerations.

3. Collaboration.

a. Skills in consultation, case management, and collaboration, including:

(1) Coordination of service delivery with related service providers, general educators, and other professions in collaborative work environments to include:

(a) Understanding the Standards of Learning (SOL), the structure of the curriculum, and accountability systems across K-12;

(b) Understanding and assessing the organization and environment of general education classrooms across the K-12 setting;

(c) Implementation of collaborative models, including collaborative consultation, co-teaching, and student intervention teams;

(d) Procedures to collaboratively develop, provide, and evaluate instructional and behavioral plans consistent with students' individual needs;

(e) Understanding the roles and responsibilities of each member of the collaborative team; and

(f) Application of effective communication strategies with a variety of stakeholders in the collaborative environment.

b. Training, managing, and monitoring paraprofessionals;

c. Involvement of families in the education of their children with disabilities;

d. Understanding the standards of professionalism;

e. Cooperating with community agencies and other resource providers; and

f. Models and strategies for promoting students' self-advocacy skills.

B. The program in special education adapted curriculum K-12 shall ensure through course work and field experiences in a variety of settings that the candidate seeking endorsement in special education adapted curriculum has the special education core competencies and the specific competency requirements specified in this section. The candidate shall demonstrate the following competencies to prepare children and youth to acquire the functional, academic, and community living skills necessary to reach an appropriate level of independence and be assessed in progress toward an [adapted] [aligned] curriculum while participating in programs with nondisabled peers to the fullest extent possible:

1. Characteristics.

a. Demonstrate knowledge of the characteristics, learning and support needs of students with disabilities (K-12), whose cognitive impairments or adaptive skills require adaptations to the general curriculum, including, but not limited to, students with:

(1) Moderate to severe mental retardation or developmental delay;

(2) Autism;

(3) Multiple disabilities;

(4) Traumatic brain injury; and

(5) Sensory impairments as an additional disability to those referenced above.

b. Knowledge of characteristics shall include:

(1) Medical, sensory needs, and position and handling needs of children with multiple disabilities;

(2) Speech and language development and communication and impact on educational, behavioral and social interactions;

(3) Impact of disability on self-determination and self-advocacy skills; and

(4) Historical and legal perspectives, models, theories, philosophies, and trends related to specific student populations.

2. Individualized education program implementation.

a. Apply knowledge of assessment and evaluation throughout the K-12 grade levels to:

(1) Construct, use, and interpret a variety of standardized and nonstandardized data collection techniques, such as task analysis, observation, portfolio assessment and other curriculum-based measures;

(2) Make decisions about student progress, instruction, program, modifications, accommodations, placement, and teaching methodology;

(3) Demonstrate the use of assessment, evaluation, and other information to develop and implement individual educational planning and group instruction with students with disabilities in an [adapted] [aligned] curriculum across the K-12 grade levels, including:

(a) Functional behavior assessment;

(b) behavioral intervention plans incorporating positive behavioral supports;

(c) Least restrictive environment and inclusion models;

(d) General education curriculum adaptation and modification;

(e) IEP implementation linking to standards of learning general curriculum;

(f) Transition between grade levels, settings, and environments;

(g) Communication methods and systems;

(h) Assistive technology applications and instruction;

(i) Community integration;

(j) Vocational skill development;

(k) Instructional strategies;

(l) Knowledge of community service systems; and

(m) Essential life skills for independent home and community living.

3. Transitioning.

a. Demonstrate the ability to prepare students and work with families to provide successful student transitions throughout the educational experience to include postsecondary training, employment, and independent living that addresses an understanding of long-term planning, career development, life skills, community experiences and resources, self-advocacy, and self-determination, guardianship and legal considerations.

(1) Skills in consultation, case management, and collaboration for students with varying degrees of disability severity.

(a) Coordinate service delivery with general educators, related service providers, and other providers;

(b) Awareness of community resources agencies and strategies to interface with community agencies when developing and planning IEPs;

(c) Knowledge of related services and accommodations that pertain to postsecondary transitions that increase student access to postsecondary education and community resources; and

(d) Ability to coordinate and facilitate meetings involving parents, students, outside agencies, and administrators.

(2) Understand the difference between entitlement and eligibility for agency services as students move to the adult world including a basic understanding of Social Security Income benefits planning, work incentive, Medicaid, and community independent living.

(3) Recognize uses of technology and seek out technology at postsecondary settings that shall aid the student in their education, work, and independent living.

(4) Recognize and plan for individual student potential and their capacity to meet high academic, behavioral, and social expectations and the impact of academic and social success on personal development.

(5) Knowledge of person-centered planning strategies to promote student involvement in planning.

(6) Knowledge of generic skills that lead to success in school, work and community, including time management, preparedness, social interactions, and communication skills.

(7) Understand social skill development and the unique social skills deficits and challenges associated with disabilities:

(a) Assesses social skill strengths and needs;

(b) Plans and uses specialized social skills strategies.

(8) Knowledge of use and implementation of vocational assessments to encourage and support students' self-advocacy and self-determination skills.

(9) Knowledge of legal issues surrounding age of majority and guardianship.

C. Completion of supervised classroom experiences with students with disabilities and an adapted curriculum K-12.

**8 VAC 20-542-[470] [480]. Special education general curriculum K-12.**

A. The program in special education is designed to ensure through course work and field experiences in a variety of settings that the candidate has demonstrated the following core competencies to prepare children and youth for participation in the general education curriculum and within the community to the maximum extent possible. The candidate shall also complete the competencies in at least one of the endorsement areas of Special Education General Curriculum K-12, in addition to those required under professional studies, including reading and language acquisition.

1. Foundations. Characteristics, legal and medical aspects.

a. Knowledge of the foundation for educating students with disabilities, including:

(1) Historical perspectives, models, theories, philosophies, and trends that provide the basis for special education practice;

(2) Characteristics of children and youth with disabilities relative to age, varying levels of severity, and developmental differences manifested in cognitive, linguistic, physical, psychomotor, social, or emotional functioning;

(3) Normal patterns of development (i.e., physical, psychomotor, cognitive, linguistic, social, emotional development and their relationship to the various disabilities);

(4) Medical aspects of disabilities;

(5) The dynamic influence of the family system and cultural/environmental milieu and related issues pertinent to the education of students with disabilities;

(6) Educational implications of the various disabilities; and

(7) Understanding of ethical issues and the practice of accepted standards of professional behavior.

b. An understanding and application of the legal aspects, regulatory requirements, and expectations associated with identification, education, and evaluation of students with disabilities, including:

(1) Legislative and judicial mandates related to education and special education (e.g., the Individuals with Disabilities Education Act, § 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, the No Child Left Behind Act of 2001, etc.);

(2) Current regulations governing special education (e.g., individualized education program (IEP) development; disciplinary practices, policies, and procedures; and alternative placements/programs in schools); and

(3) "Rights and responsibilities" of parents, students, teachers, and schools as they relate to individuals with disabilities and disability issues.

2. Assessments and management of instruction and behavior.

a. An understanding and application of the foundation of assessment and evaluation related to best special education practice, including:

(1) Ethical issues and responsibilities in the assessment of individuals with disabilities;

(2) Procedures for screening, prereferral, referral, and eligibility determinations;

(3) Factors that may influence assessment findings such as cultural, behavioral, and learning diversity;

(4) Administration, scoring, and interpretation of commonly used individual and group instruments, including norm-referenced, criterion-referenced, and curriculum-based measures as well as task analysis, observation, portfolio, and environmental assessments; and

(5) Synthesis and interpretation of assessment findings for eligibility, program planning, and program evaluation decisions.

b. An understanding and application of service delivery, curriculum, and instruction of students with disabilities, including:

(1) Classroom organization and curriculum development;

(2) Scope and sequence of the general education curriculum;

(3) Complex nature of language acquisition and reading ( reading competencies in Professional studies requirements): Reading, special education – language acquisition and reading: Skills in this area shall be designed to impart a thorough understanding of the complex nature of language acquisition and reading to include: phonemic awareness, an understanding of sound/symbol relationships, explicit phonics instruction, syllables, phonemes, morphemes, decoding skills, word attack skills, and a knowledge of how phonics, syntax, and semantics interact. Additional skills shall include proficiency in a wide variety of comprehension strategies, as well as the ability to foster appreciation of a variety of literature and independent reading;

(4) Complex nature of numeracy acquisition and the sequential nature of mathematics;

(5) Alternative ways to teach content material including curriculum adaptation and curriculum modifications;

(6) Procedures to develop, provide, and evaluate instruction consistent with students' individual needs;

(7) Strategies to promote successful integration of students with disabilities with their nondisabled peers;

(8) Use of technology to promote student learning; and

(9) Structure and organization of general education classrooms and other instructional settings representing the continuum of special education services (to include field experiences).

c. An understanding and application of classroom [and behavior] management techniques and individual interventions, including techniques that:

(1) Promote emotional well-being and teach and maintain behavioral conduct and skills consistent with norms, standards, and rules of the educational environment;

(2) Address diverse approaches based upon behavioral, cognitive, affective, social and ecological theory and practice;

(3) Provide positive behavioral supports; and

(4) Are based on functional assessment of behavior.

d. The ability to prepare students and work with families to promote successful student transitions throughout the educational experience to include postsecondary training, employment, and independent living that addresses an understanding of long-term planning, career development, life skills, community experiences and resources, self-advocacy and self-determination, guardianship, and legal considerations.

### 3. Collaboration.

a. Skills in consultation, case management, and collaboration, including:

(1) Coordination of service delivery with related service providers, general educators, and other professions in collaborative work environments to include:

(a) Understanding the Standards of Learning (SOL), the structure of the curriculum, and accountability systems across K-12;

(b) Understanding and assessing the organization and environment of general education classrooms across the K-12 setting;

(c) Implementation of collaborative models, including collaborative consultation, co-teaching, and student intervention teams;

(d) Procedures to collaboratively develop, provide, and evaluate instructional and behavioral plans consistent with students' individual needs;

(e) Understanding the roles and responsibilities of each member of the collaborative team; and

(f) Application of effective communication strategies with a variety of stakeholders in the collaborative environment;

b. Training, managing, and monitoring paraprofessionals;

c. Involvement of families in the education of their children with disabilities;

d. Understanding the standards of professionalism;

e. Cooperating with community agencies and other resource providers; and

f. Models and strategies for promoting students' self-advocacy skills.

B. The program in special education general curriculum K-12 shall ensure through course work and field experiences in a variety of settings that the candidate seeking endorsement in special education general curriculum has the special education core competencies and the specific competency requirements specified in this section.

1. Characteristics.

a. Demonstrate knowledge of definitions, characteristics, and learning and behavioral support needs of students with disabilities who are accessing the general education

curriculum at the elementary, middle, and high school levels, including but not limited to, students with:

- (1) Learning disabilities;
- (2) Emotional disturbance;
- (3) Mental retardation;
- (4) Developmental delay;
- (5) Autism;
- (6) Other health impaired;
- (7) Traumatic brain injury; and
- (8) Multiple disabilities.

b. Knowledge of characteristics shall include:

- (1) Age-span/developmental issues;
- (2) Levels of severity;
- (3) Cognitive functioning;
- (4) Language development;
- (5) Emotional and behavioral adjustment;
- (6) Social development;
- (7) Medical aspects; and
- (8) Cultural/ethnic and socioeconomic factors.

2. Individualized education program implementation.

a. Apply knowledge of assessment and evaluation throughout the K-12 grade levels to:

- (1) Construct, use, and interpret a variety of standardized and nonstandardized data collection techniques, such as task analysis, observation, portfolio assessment and other curriculum-based measures;

(2) Make decisions about student progress, instruction, program, accommodations, placement, and teaching methodology for students with disabilities who are accessing the general education curriculum and the standards of learning; and

(3) Demonstrate the use of assessment, evaluation, and other information to develop and implement individual educational planning and group instruction with students with disabilities who are accessing the general education curriculum across the K-12 grade levels, including:

(a) Identify and apply differentiated instructional methodologies including systematic instruction, multisensory approaches, learning cognitive strategies, study skills, diverse learning styles, and technology use;

(b) Teach skills and remediate deficits in academic areas at the elementary, middle, and secondary levels;

(c) Provide explicit instruction of reading and math at appropriate developmental/grade level in a systematic and cumulative manner to students with disabilities who are accessing the general education curriculum;

(d) Knowledge and understanding of the scope and sequence of the standards of learning at the elementary, middle, and secondary levels;

(e) Promote the potential and capacity of individual students to meet high academic, behavioral, and social expectations;

(f) Design alternative ways to teach content material including modifying curriculum in both directive and nondirective methodologies;

(g) Use assistive and instructional technology in order to access the general education curriculum;

(h) Implement and evaluate group management techniques and individual interventions that teach and maintain emotional, behavioral and social skills; and

(i) Implement and monitor IEP specified accommodations within the general education classroom.

3. Transitioning.

a. Demonstrate the ability to prepare students and work with families to provide successful student transitions throughout the educational experience to include postsecondary training, employment, and independent living that addresses an understanding of long-term planning, career development, life skills, community experiences and resources, self-advocacy, and self-determination, guardianship and legal considerations.

(1) Skills in consultation, case management, and collaboration for students with varying degrees of disability severity.

(a) Coordinate service delivery with general educators, related service providers, and other providers;

(b) Awareness of community resources agencies and strategies to interface with community agencies when developing and planning IEPs;

(c) Knowledge of related services and accommodations that pertain to postsecondary transitions that increase student access to postsecondary education and community resources;

(d) Ability to coordinate and facilitate meetings involving parents, students, outside agencies, and administrators.

(2) Understand the difference between entitlement and eligibility for agency services as students move to the adult world including a basic understanding of Social Security Income benefits planning, work incentive, Medicaid, and community independent living.

(3) Recognize uses of technology and seek out technology at postsecondary settings that shall aid the student in their education, work, and independent living.

(4) Recognize and plan for individual student potential and their capacity to meet high academic, behavioral, and social expectations and the impact of academic and social success on personal development;

(a) Knowledge of person-centered planning strategies to promote student involvement in planning;

(b) Knowledge of generic skills that lead to success in school, work and community, including time management, preparedness, social interactions, and communication skills.

(5) Understand social skill development and the unique social skills deficits and challenges associated with disabilities:

(a) Assesses social skill strengths and needs;

(b) Plans and uses specialized social skills strategies.

(6) Knowledge of use and implementation of vocational assessments to encourage and support students' self-advocacy and self-determination skills.

Knowledge of legal issues surrounding age of majority and guardianship.

C. Completion of supervised classroom experiences with students with disabilities and the general curriculum K-12.

**~~18 VAC 20-542-480. Special education—speech-language pathology assistants preK-12.~~**

~~A. The program in speech-language pathology assistance shall ensure, through coursework and field experience in a variety of settings, that the candidate seeking an endorsement in speech-language pathology assistance shall, under the direction and supervision of a speech-language pathologist, provide speech-language pathology support. The candidate shall demonstrate the following competencies:~~

~~1. Knowledge and understanding of normal processes of communication, oral and written, as defined in the Virginia Standards of Learning and how these are interrelated in forming a sound foundation for the understanding of speech and language acquisition.~~

~~2. Knowledge of the foundation for educating students with disabilities including:~~

- a. Historical perspectives, models, theories, philosophies, and trends that provide the basis for special education practice;
  - b. Characteristics of children and youth with disabilities relative to age, varying levels of severity, and developmental differences manifested in cognitive, linguistic, physical, psychomotor, social, or emotional functioning;
  - c. Normal patterns of development (i.e., physical, psychomotor, cognitive, linguistic, social, emotional development and their relationship to the various disabilities);
  - d. Medical aspects of disabilities;
  - e. The dynamic influence of the family system and cultural/environmental milieu and related issues pertinent to the education of students with disabilities;
  - f. Educational implications of the various disabilities; and
  - g. Understanding of ethical issues and the practice of accepted standards of professional behavior.
3. An understanding and application of the legal aspects and regulatory requirements associated with identification, education, and evaluation of students with disabilities including:
- a. Legislative and judicial mandates related to education and special education (e.g., the Individuals with Disabilities Education Improvement Act (IDEIA), § 504 of the Rehabilitation Act 1973, and the Americans with Disabilities Act);
  - b. Current regulations governing special education (e.g., individualized education program (IEP) development, disciplinary practices, policies, and procedures and alternative placements/programs in schools); and
  - c. “Rights and responsibilities” of parents, students, teachers, and schools as they relate to individuals with disabilities and disability issues.
4. An understanding and application of classroom management techniques and individual interventions, including techniques that:

a. Promote emotional well-being and that teach and maintain behavioral conduct and skills consistent with norms, standards, and rules of the educational environment;

b. Address diverse approaches based upon behavioral, cognitive, affective, social and ecological theory and practice;

c. Provide positive behavioral supports; and

d. Are based on functional assessment of behavior.

5. Understanding of the basic knowledge, skills, and processes of:

a. Normal speech, language, communication, and hearing development;

b. Language acquisition and reading to include: phonemic awareness, understanding of sound-symbol relationships, phonics, syntax, semantics and comprehension of oral and written language; and

c. Communication across the life span.

6. Understanding of the basic knowledge, skills, and processes of:

a. Various types of speech, language, voice and hearing classifications, causes and manifestations; and

b. Relationships among speech language, voice and hearing problems, especially multiple disabling conditions.

7. An understanding and application of service delivery practices including:

a. Professional issues and ethics for speech-language assistants;

b. Assisting the speech-language pathologist in service delivery;

c. Technical skills in speech and language disorders; and

d. Basic techniques in the provision of speech and language support services.

8. An understanding and application of workplace behaviors including:

a. Relating to clients/patients in a supportive and professional manner;

b. Following supervisor's instructions;

c. Maintaining confidentiality;

d. Communicating in oral and written formats; and

e. Following health and safety precautions.

9. A basic understanding and application of cultural factors in communication including:

a. Language and culture;

b. Nonverbal communication;

c. Sign language and other manually coded systems; and

d. Bilingualism and multicultural issues.

B. Completion of a minimum of 500 clock hours in supervised education experiences for the job responsibilities and workplace behaviors of the speech-language pathology assistant. One half of these hours shall include observation experiences to include direct, on-site observation of by a nationally certified speech-language pathologist. One half of these hours shall include fieldwork experiences in a public school setting supervised by a nationally certified speech-language pathologist.

C. Endorsement Requirements. The candidate shall have completed a baccalaureate degree in speech-language pathology or communication disorders from an accredited institution.]

## **8 VAC 20-542-490. Special education visual impairments preK-12.**

The program in special education visual impairments preK-12 is designed to ensure through course work and field experiences in a variety of settings that the candidate has demonstrated the following competencies:

1. Understanding of the characteristics of individuals with disabilities, including:

a. Characteristics of children and youth with disabilities: developmental and cognitive;

b. Language development and the effects of disabling conditions and cultural diversity on language development; and

c. Characteristics of individuals with visual impairments, including impact of visual impairment on infants' and children's growth and development, child and adolescent emotional and social development, and family interaction patterns.

2. Understanding of the foundation of the legal aspects associated with students with disabilities and students with visual impairments, including:

a. Legislative and judicial mandates related to education and special education;

b. The Individuals with Disabilities Education Act (IDEA), § 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act;

c. Legal decisions related to persons with disabilities;

d. Current regulations and procedures governing special education, including individualized education program (IEP) development, individualized family service plan (IFSP), and transition services; and

e. Disciplinary practices, policies and procedures and alternative placements/programs in schools.

3. Understanding of the foundation of assessment and evaluation with an emphasis on individuals with visual impairments, including:

a. Administering, scoring, and interpreting assessments, including norm-referenced, criterion-referenced, and curriculum-based individual and group assessments;

b. Interpreting assessments for eligibility, placement, and program uses;

c. Techniques to collect, record and analyze information;

d. Diagnostic instruction using assessment data;

e. Techniques for recognizing capacity and diversity and its influence on student assessment and evaluation;

f. Using data from student program evaluation; and

g. Low vision practices and procedures, that include assessment and instructional programming for functional vision.

4. Understanding of service delivery, classroom [and behavior] management, and instruction, including:

- a. The application of current research;
- b. Classroom organization and curriculum development;
- c. Curriculum adaptations and accommodations;
- d. The development of language/literacy skills;
- e. The use of technology;
- f. Classroom management, including behavior support systems and individual planning;
- g. Methods and procedures for teaching students with visual impairments;
- h. Instructional programming and modifications of curriculum to facilitate integration of students with disabilities programs and services with peers without disabilities;
- i. Individual and group behavior management techniques;
- j. Career and vocational aspects of individuals with disabilities, including persons with visual impairments, in society, including knowledge of careers, vocational opportunities, and transition from school to work; and
- k. Social and recreational skills and resources for individuals with visual impairments, including methods and materials for assessing and teaching activities of daily living.

5. Understanding of consultation, case management, and collaboration including:

- a. Coordinating service delivery with other professionals in collaborative work environments;
- b. Training, managing, and monitoring paraprofessionals;
- c. Involving families in the education of their children with disabilities; and
- d. Interfacing with community agencies and resources.

6. Understanding of the foundations of Braille reading and writing, including:

a. Teaching reading and writing of grade 2 Braille on both a Braille writer and a "slate and stylus"; and

b. Knowledge of other codes, including Nemeth, music code, and computer Braille.

7. Understanding of anatomy, physiology, and diseases of the eye and the educational implications.

8. Understanding of the standards of professionalism.

9. Completion of supervised classroom experiences at the elementary and secondary levels with students who have visual impairments.

**8 VAC 20-542-500. Speech communication (add-on endorsement).**

The program in speech communication shall ensure that the candidate has demonstrated the following competencies:

1. Understanding and knowledge of oral communication, including language acquisition involving the processes of expressive and receptive language and voice production involving the aesthetics of speech;

2. Understanding and knowledge of common speech production patterns, including articulation, pronunciation, and dialectical variances as these relate to standard English patterns;

3. Understanding of and proficiency in effective communication, including interpersonal communication, the art of persuasion, oral interpretation, group discussion, mass communication, public speaking, and debate; and the ability to critique such communication interactions; and

4. Understanding of and proficiency in grammar, usage, and mechanics and their integration in writing.

**8 VAC 20-542-510. Theater arts preK-12.**

The program in theater arts preK-12 shall ensure that the candidate has demonstrated the following competencies:

1. Understanding of the knowledge, skills, and processes of the theater arts discipline as defined in the Virginia Standards of Learning and how these provide a necessary foundation integral to teaching theater arts.

2. Understanding of the knowledge, skills and processes for teaching theater arts to the developmental levels [and academic needs] of students in preK-12, including the following:

a. Experience in planning, developing, administering, and evaluating a program of theater arts education;

b. Knowledge and understanding for teaching theatre arts, including: performance and production, cultural context and theatre history, judgment and criticism, and aesthetics;

c. Directing;

d. Technical theater, including lighting, set design, stage craft, costuming, makeup, and safety;

e. Performance, including acting and acting styles;

f. Dramatic literature;

g. The relationship of theater and culture and the influence of theater on past and present cultures, including the history of theater;

h. Knowledge and understanding of artistic copyright laws;

i. Knowledge and understanding of safety, including performance and studio;

j. Knowledge of assessment strategies to foster, support, and enhance student theatre arts learning;

k. Knowledge of related areas of theater arts, such as art, dance arts, music, and the visual arts; and

l. Observation and student teaching experiences at the elementary, middle and secondary levels.

3. Understanding of and proficiency in grammar, usage, and mechanics and their integration in writing.

**8 VAC 20-542-520. Visual arts preK-12.**

The program in visual arts preK-12 shall ensure that the candidate has demonstrated the following competencies:

1. Understanding of the knowledge, skills, and processes of the visual arts discipline as defined in the Virginia Standards of Learning, and how they provide a necessary foundation for teaching the visual arts;

2. Understanding of the knowledge, skills, and processes for teaching art appropriate to the developmental levels [and academic needs] of students in preK-12 including the following areas:

a. Knowledge and experience in planning, developing, administering, and evaluating a program of visual arts education;

b. Two-dimensional media and concepts: basic and complex techniques and concepts in two-dimensional design, drawing, painting, printmaking, computer graphics and other electronic imagery;

c. Three-dimensional media and concepts: basic and complex techniques and concepts in three-dimensional design, sculpture, ceramics, fiber arts, and crafts;

d. Knowledge and understanding for teaching the visual arts, including: visual communication and production, cultural context and art history, judgment and criticism, and aesthetics;

e. The relationship of visual arts and culture and the influence of visual arts on past and present cultures;

f. Related areas of visual arts, such as architecture, dance arts, music, theater arts, photography, and other expressive arts;

g. Knowledge and understanding of technological and artistic copyright laws;

h. Knowledge and understanding of safety, including use of toxic art material in various aspects of studio and classroom work;

i. Knowledge of assessment strategies to foster, support, and enhance student visual arts learning; and

j. Observation and student teaching experiences at the elementary, middle and secondary levels.

3. Understanding of and proficiency in grammar, usage, and mechanics and their integration in writing.

Article 4.

Administration and Supervision and Personnel Support.

**8 VAC 20-542-530. Administration and supervision preK-12.**

[Approved program route to Level I administration and supervision preK-12 endorsement. To become eligible for a Level I endorsement license under this option, the candidate shall:

1. Hold a master's degree from a regionally accredited college or university;

2. Complete an approved program in administration and supervision from a regionally accredited college or university, or through an entity receiving accreditation through a process approved by the Board of Education, including;]

[1. The program in administration and supervision preK-12 shall ensure that the candidate has demonstrated the following competencies:]

a. Knowledge understanding, and application of planning, assessment, and instructional leadership that builds collective professional capacity, including;

(1) Principles of student motivation, growth, and development as a foundation for age- and grade-appropriate curriculum, instruction, and assessment;

(2) Collaborative leadership in gathering and analyzing data to identify needs to develop and implement a school improvement plan that results in increased student learning;

(3) Planning, implementation, and refinement of standards-based curriculum aligned with instruction and assessment;

(4) Collaborative planning and implementation of a variety of assessment techniques, including examination of student work, that yield individual, class, grade level, and school level data as a foundation for identifying existing competencies and targeting areas in need of further attention;

(5) Incorporation of differentiated and effective instruction that responds to individual learner needs including appropriate response to cultural, ethnic, and linguistic diversity;

(6) Integration of technology in curriculum and instruction to enhance learner understanding;

(7) Identification, analysis, and resolution of problems using effective problem-solving techniques;

(8) Communication of a clear vision of excellence, linked to mission and core beliefs that promotes continuous improvement consistent with the goals of the school division.

b. Knowledge understanding, and application of systems and organizations, including;

(1) Systems theory and the change process of systems, organizations and individuals, using appropriate and effective adult learning models;

(2) Aligning organizational practice, division mission, and core beliefs for developing and implementing strategic plans;

(3) Information sources and processing, including data collection and data analysis strategies;

(4) Using data as a part of ongoing program evaluation to inform and lead change;

(5) Developing a change management strategy for improved student outcomes;

(6) Developing empowerment strategies to create personalized learning environments for diverse schools;

(7) Effective communication skills including consensus building, negotiation, and mediation skills.

c. Knowledge understanding and application of management and leadership skills that achieve effective and efficient organizational operations, including;

(1) Alignment of curriculum and instruction and assessment of the educational program to achieve high academic success at the school and division/district level;

(2) Principles and issues of supervising and leading others to ensure a working and learning climate that is safe, secure, and respectful of a diverse school community;

(3) Management decisions that ensure successful teaching and learning including, human resources management and development, theories of motivation, change in school culture, innovation and creativity, conflict resolution, adult learning and professional development models;

(4) Principles and issues related to fiscal operations of school management;

(5) Principles and issues related to school facilities and use of space and time;

(6) Legal issues impacting school operations and management;

(7) Technologies that support management functions;

(8) Application of data-driven decision making to initiate and continue improvement in school and classroom practices and student achievement.

d. Knowledge understanding and application of the conditions and dynamics impacting a diverse school community, including;

(1) Emerging issues and trends within school/community relations;

(2) Working collaboratively with staff, families, and community members to secure resources and to support the success of a diverse population;

(3) Developing appropriate public relations and public engagement strategies and processes;

(4) Principles of effective two-way communication, including consensus building and negotiation skills;

(5) Integration of technology to support communication efforts.

e. Knowledge understanding and application of the purpose of education and the role of professionalism in advancing educational goals, including;

(1) Historically and philosophically grounded philosophy of education that reflects commitment to principles of honesty, fairness, caring, and equity in day-to-day professional behavior;

(2) Integration of high quality, content rich, job-embedded professional learning that respects the contribution of all faculty and staff members in building a diverse professional learning community;

(3) Reflective understanding of theories of leadership and their application to decision-making in the school setting;

(4) Intentional and purposeful effort to model professional, moral, and ethical standards as well as personal integrity in all interactions;

(5) Intentional and purposeful effort to model continuous professional learning and to work collegially and collaboratively with all members of the school community to support the school's goals and enhance its collective capacity.

f. Knowledge understanding and application of basic leadership theories and influences that impact schools including;

(1) Concepts of leadership including systems theory, change theory, learning organizations and current leadership theory;

(2) Historical leadership theories including organizational theory, motivational theory, political and social systems theory to practical situations;

(3) Identify and respond to internal and external forces and influences on a school;

(4) Identify and apply the processes of educational policy development at the state, local, and school level; and

(5) Identify and demonstrate ways to influence educational policy development at the state, local, and school level.

g. Embedded learning strategies for improved student learning totaling at least 120 clock hours including;

(1) Experiential activities that complement, implement, and parallel the university curriculum;

(2) Activities that emphasize student work with practical application that shall take place in the internship, the practicum field experience, as well as throughout the university program.

[3.] [2.] Complete [440 clock hours, with] [a minimum of 320 clock hours of] a deliberately structured and supervised internship that provides exposure to multiple sites (elementary, middle, high, central office, agency) with diverse student populations. These experiences shall be an integral component of a Virginia Board of Education approved preparation program. The internship shall be focused on learning for all students and shall occur in a public school or accredit nonpublic school; and

[4.] [3.] Satisfy the requirements for the school leaders licensure assessment prescribed by the Board of Education (Individuals seeking an initial administration and supervision endorsement who are interested in serving as central office instructional personnel are not required to take and pass the school leaders assessment prescribed by the Board of Education.)

#### **8 VAC 20-542-540. Mathematics specialist for elementary and middle education.**

A. A mathematics specialist is a teacher in the elementary or middle grades who has interest and special preparation in mathematics content, scientifically based research in the teaching and learning of mathematics, diagnostic and assessment methods, and leadership

skills. The school-based mathematics specialist shall serve as a resource in professional development, instructing children who have learning difficulties in mathematics, curriculum development and implementation, mentoring new teachers, and parent and community education.

B. The mathematics specialist program shall ensure that the candidate has completed at least three years of successful classroom teaching experience in which the teaching of mathematics was an important responsibility and demonstrated the following competencies:

1. Understanding of the knowledge, skills, and processes of the Virginia Mathematics Standards of Learning and how curriculum may be organized to teach these standards to diverse learners;
2. Understanding of a core knowledge base of concepts and procedures within the discipline of mathematics, including the following strands: number systems and number theory; geometry and measurement; statistics and probability; and functions and algebra;
3. Understanding of the sequential nature of mathematics and the mathematical structures inherent in the content strands;
4. Understanding of the connections among mathematical concepts and procedures and their practical applications;
5. Understanding of and the ability to use the five processes – becoming mathematical problem solvers, reasoning mathematically, communicating mathematically, making mathematical connections, and using mathematical representations – at different levels of complexity;
6. Understanding of the history of mathematics, including the contributions of different individuals and cultures toward the development of mathematics and the role of mathematics in culture and society;
7. Understanding of major current curriculum studies and trends in mathematics;

8. Understanding of the role of technology and the ability to use graphing utilities and computers in the teaching and learning of mathematics;

9. Understanding of and the ability to select, adapt, evaluate and use instructional materials and resources, including professional journals and technology;

10. Understanding of and the ability to use strategies for managing, assessing, and monitoring student learning, including diagnosing student errors;

11. Understanding of and the ability to use strategies to teach mathematics to diverse learners;

12. Understanding of leadership skills needed to improve mathematics programs at the school and division levels, including the needs of high and low-achieving students and of strategies to challenge them at appropriate levels; child psychology, including personality and learning behaviors; educational measurement and evaluation; and effective professional development approaches; and

13. Understanding of and proficiency in grammar, usage, and mechanics and their integration in writing.

**8 VAC 20-542-550. Reading specialist.**

The reading specialist program shall ensure that the candidate has demonstrated the following competencies:

1. Assessment and diagnostic teaching. The candidate shall:

a. Demonstrate expertise in the use of formal and informal screening, diagnostic and progress monitoring assessment for language proficiency, concepts of print, phoneme awareness, letter recognition, decoding, fluency, vocabulary, reading levels, comprehension; and

b. Demonstrate expertise in the ability to use diagnostic data to tailor instruction for acceleration, intervention, remediation, and flexible skill-level groupings.

2. Oral communication. The candidate shall:

- a. Demonstrate expertise in the knowledge, skills, and processes necessary for teaching oral language (speaking and listening);
- b. Demonstrate expertise in developing students' phonological awareness skills;
- c. Demonstrate effective strategies for facilitating the learning of standard English by speakers of other languages and dialects;
- d. Demonstrate an understanding of the unique needs of students with language differences and delays; and
- e. Demonstrate the ability to promote creative thinking and expression, as through storytelling, drama, choral/oral reading, etc.

3. Reading/literature. The candidate shall:

- a. Demonstrate expertise in explicit phonics instruction, including an understanding of sound/symbol relationships, syllables, phonemes, morphemes, decoding skills, and word attack skills;
- b. Demonstrate expertise in the morphology of English including inflections, prefixes, suffixes, roots, and word relationships;
- c. Demonstrate expertise in strategies to increase vocabulary;
- d. Demonstrate expertise in the structure of the English language, including and understanding of syntax, semantics, and vocabulary development;
- e. Demonstrate expertise in reading comprehension strategies, including a repertoire of questioning strategies, understanding the dimensions of word meanings, teaching predicting, summarizing, clarifying, and associating the unknown with what is known;
- f. Demonstrate expertise in the ability to teach strategies in literal, interpretive, critical, and evaluative comprehension;
- g. Demonstrate the ability to develop comprehension skills in all content areas;
- h. Demonstrate the ability to foster appreciation of a variety of literature; and

i. Understand the importance of promoting independent reading and reading reflectively by selecting quality literature, including fiction and nonfiction, at appropriate reading levels.

4. Writing. The candidate shall:

a. Demonstrate expertise in the knowledge, skills, and processes necessary for teaching writing, including the domains of composing, written expression, and usage and mechanics and the writing process of planning, drafting, revising, editing, and sharing;

b. Demonstrate expertise in systematic spelling instruction, including awareness of the purpose and limitations of "invented spelling," orthographic patterns, and strategies for promoting generalization of spelling study to writing; and

c. Demonstrate expertise to teach the writing process: plan draft, revise, edit, and share in the narrative, descriptive, and explanative modes.

5. Technology. The candidate shall demonstrate expertise in their use of technology for both process and product as they work to guide students with reading, writing, and research.

6. Leadership and specialization. The candidate shall:

a. Demonstrate an understanding of child psychology, including personality and learning behaviors;

b. Demonstrate an understanding of the needs of high achieving students and of strategies to challenge them at appropriate levels;

c. Demonstrate an understanding of the significance of cultural contexts upon language;

d. Demonstrate an understanding of varying degrees of learning disabilities;

e. Demonstrate expertise with educational measurement and evaluation including validity, reliability, and normative comparisons in test design and selections;

f. Demonstrate expertise to interpret grade equivalents, percentile ranks, normal curve equivalents, and standards scores;

g. Demonstrate the ability to instruct and advise teachers in the skills necessary to differentiate reading instruction for both low and high achieving readers;

h. Demonstrate the ability to organize and supervise the reading program within the classroom, school, or division;

i. Demonstrate effective communication skills in working with a variety of groups, including parents, teachers, administrators, community leaders, etc.; and

j. Demonstrate knowledge of current research and exemplary practices in English/reading.

#### **8 VAC 20-542-560. School counselor preK-12.**

The school counselor preK-12 program shall ensure that the candidate has demonstrated the following competencies:

1. The ability to support students by cooperatively working with parents/guardians and teachers.

2. Understanding of the principles and theories of human growth and development throughout the lifespan and their implications for school guidance and counseling.

3. Understanding of the social and cultural foundations of education and their implications for school guidance and counseling programs.

4. Understanding of lifespan career development.

5. Understanding of the skills and processes for counseling students to include:

a. Individual and group counseling for academic development;

b. Individual and group counseling for career development; and

c. Individual and group counseling for personal/social development.

6. Understanding of the knowledge, skills, and processes for providing developmental group guidance, including:

- a. Academic development;
- b. Career development; and
- c. Personal/social development.

7. Understanding of the skills and processes related to the school counseling program at the elementary, middle, and secondary levels, including:

- a. Characteristics of learners at the elementary, middle, and secondary levels;
- b. Program planning;
- c. Coordination;
- d. Consultation; and
- e. Staffing patterns.

8. Understanding of the knowledge, skills, and processes of student appraisal and assessment relative to school guidance and counseling programs, including:

- a. Individual assessment; and
- b. Group assessment.

9. Understanding of the counseling professional, including:

- a. Legal considerations;
- b. Ethical considerations; and
- c. Professional issues and standards.

10. Understanding of the skills and processes of research and evaluation aimed at improving school guidance and counseling programs.

**8 VAC 20-542-570. School psychology.**

The school psychology program shall ensure that the candidate has demonstrated the following competencies:

1. Knowledge, skills, and processes for assessing students' cognitive abilities, academic performance, interpersonal emotional/social functioning, and sensory-motor functioning.
2. Understanding of the knowledge, skills, and processes for direct and indirect intervention, including:
  - a. Counseling on an individual, group, or family basis;
  - b. Consulting with administrators, teachers, parents, and other professionals about student problems and appropriate change strategies; and
  - c. Designing and implementing behavior change programs.
3. Psychological foundations of human functioning (biological bases of behavior; cultural diversity; infant, child, and adolescent development; personality theory; human learning; and social bases of behavior) to ensure student academic achievement and student growth and development.
4. Educational foundations of schooling (education of exceptional learners, instructional and remedial techniques, and organization and operations of schools) to ensure effective collaboration with other school professionals.
5. Statistics and research design.
6. School psychology profession, including:
  - a. History and foundations of school psychology;
  - b. Legal and ethical issues;
  - c. Professional issues and standards; and
  - d. Role and function of the school psychologist.

**8 VAC 20-542-580. School social worker.**

The school social worker program shall ensure that the candidate has demonstrated the following competencies:

1. Understanding of the knowledge, skills, and processes for direct and indirect intervention, including:
  - a. Counseling on an individual, group, or family basis;
  - b. Consulting with administrators, teachers, parents, and other professionals about student problems and appropriate change strategies; and
  - c. Networking with school programs and community agencies to provide essential services for families and children.
2. Understanding of child development, psychopathology, social and environmental conditioning, cultural diversity and family systems.
3. Understanding of the knowledge, skills, and processes for effective casework practice.
4. Understanding of the organization and operations of school systems.
5. Understanding of the knowledge, skills, and processes involved with assessing and programming for exceptional students.
6. Understanding of the school social work profession, including:
  - a. History and foundations of school psychology;
  - b. Legal and ethical issues;
  - c. Professional issues and standards; and
  - d. The role and function of the school social worker.

**8 VAC 20-542-590. Special education speech-language disorders preK-12.**

A. The program in special education speech-language disorders preK-12 shall ensure that the candidate has demonstrated the following competencies:

1. Understanding of the knowledge, skills, and processes of communication, oral and written, as defined in the Virginia Standards of Learning and how these are interrelated in forming a sound foundation for the understanding of speech and language acquisition.

2. Understanding of the knowledge, skills and processes of:

a. Normal development and the use of speech, voice, hearing, and language;

b. Basic sciences (biology and physics) and the basic communication sciences (acoustics, physiological processes of speech, hearing and linguistics); and

c. Language acquisition and reading to include: phonemic awareness understanding of sound symbol relationships, phonics, syntax, semantics and comprehension of oral and written language.

3. Understanding of current principles, procedures, techniques, and instruments in:

a. The evaluation of speech, language, voice and hearing;

b. Psycho-educational assessments; and

c. Research design.

4. Understanding of the knowledge, skills, and processes of:

a. Various types of disorders of speech, language, voice and hearing classifications, causes, and manifestations; and

b. Relationships among speech, language, voice and hearing problems, especially multiple disabling conditions.

5. Understanding of the knowledge, skills, and processes for the use of:

a. Augmentation in the habilitation, prevention and rehabilitation of disorders of articulation.

b. The selection and use of evidenced based practices in the language, fluency, voice, resonance, and hearing.

6. Understanding of the knowledge, skills, and processes of the evaluation and treatment of disorders of the oral and pharyngeal mechanisms as they relate to communication, including but not limited to dysphasia.

7. A level of knowledge and skill in the use of:

a. Augmentative and alternative communication devices;

b. Modes of communication; and

c. Strategies and techniques that promote or facilitate communication.

8. Understanding of the knowledge, skills, and processes of service delivery and instruction, including:

a. Organization and administration of public school programs to provide services for persons with speech-language disorders; and

b. Services available from related fields for those with communication disorders.

9. Understanding of the knowledge, skills, and processes for educating special populations, including:

a. Historical perspective;

b. Characteristics of learners: developmental and cognitive;

c. Medical aspects;

d. Linguistic/multicultural aspects;

e. Family aspects; and

f. Program evaluation.

10. Understanding of the knowledge, skills, and processes involved in the legal aspects associated with students with disabilities, including:

a. Legislative and judicial mandates related to special education;

b. Legal decisions related to persons with disabilities;

c. Advocacy and self-determination;

d. Guardianship;

e. Behavior management; and

f. Disciplinary practices, policies and procedures, and alternative placements/programs in schools.

11. The ability to understand and manage behavior, including:

a. Behavior support systems;

b. Individual planning; and

c. Research in current practice.

12. Understanding of the current knowledge and scope of the profession and sensitivity to issues of diversity.

B. Completion of 375 clock hours of direct client contact, of which 100 shall be in a supervised educational setting and a minimum of 200 clock hours shall be in speech-language pathology. These clinical clock hours shall be distributed in each of the following areas: diagnosis, management of language disorders, management of voice disorders, management of articulation disorders, management of fluency disorders, and audio logy.

**8 VAC 20-542-600. Vocational evaluator.**

The vocational evaluator program shall ensure that the candidate has demonstrated the following competencies:

1. Understanding of the foundations of vocational evaluation and career assessment, including philosophy and process of vocational evaluation/assessment, use of occupational and labor market information, and functional aspects of disability.

2. Understanding of the basic concepts and skills of planning for and delivering vocational evaluation and career assessment services, including the use of vocational interviewing, individualized service planning, report development and communication, and use of modifications and accommodations.

3. Understanding of the content, processes, and skills necessary to administer and report findings of standardized testing, including knowledge of tests and measurements and selection and use of appropriate instruments.

4. Understanding and knowledge of specific assessment techniques and skills and the processes for conducting vocational evaluation and career assessment, including:

a. Job and training analysis;

b. Work samples and systems;

c. Situational and community-based assessment;

d. Behavioral observation; and

e. Learning and functional skills assessment.

# Comments On Proposed *Regulations Governing the Review and Approval of Education Programs in Virginia (8 VAC 20-542-10 et seq.)*

1

3/2/07

Date	Name	Title & Organization	Comments for Competencies for Endorsement Areas: Speech Language Pathology Assistants
12/15/06	Lissa Power-deFur, Ph.D., CCC-SLP	Chair, Department of Education, Special Education, Social Work, and Communication Disorders  Longwood University	<p>Although developed with the best of intentions to address the shortage of speech-language pathologists in the schools there are a number of problems with this approach:</p> <ul style="list-style-type: none"> <li>The required number of clinical observation hours far exceeds those offered in a typical undergraduate only program. Inclusion would require a one-semester placement as a speech-language assistant. This would potentially add a semester to the undergraduate program and will definitely increase costs to the university to staff the observation class. It is not likely that universities will assume these additional costs.</li> <li>Without comparable regulation governing the roles and responsibilities of speech-language pathologist assistants, in some places in the state, these persons are likely to be assigned the work of a master's level speech-language pathologists.</li> <li>The establishment of a bachelor's level paraprofessional becomes a rank and salary issue for school divisions, when other paraprofessionals are generally high school or associate level personnel.</li> </ul> <p>I recommend that this provision be eliminated. In order to address the shortage, continued use of a conditional/provisional license should be used. However, to ensure that these personnel will complete the master's degree in a timely fashion, this license should only be given to persons who have a bachelor's degree in communication sciences and disorders. In addition, those holding a license must demonstrate acceptance into a graduate program within one calendar year of receiving the license. (Currently, graduate programs have experience with conditionally licensed speech-language pathologists who are denied admission to graduate school, yet continue to be employed for the length of the three year license.)</p>
12/14/06	Sally B. Martin	Speech-Language Pathologist, Fairfax County Public Schools	<p>As a Certified Speech-Language Pathologist working in Fairfax County Public Schools, I am deeply concerned about the suggested VDOE endorsement requirements of speech-language pathology assistants (see requirements in letter attached).</p> <p>Speech-Language Pathologists are leaving the school setting because the caseload demands and expectations are becoming unmanageable. I have worked in hospitals, clinics, and a private practice, and am familiar with the caseload demands of these settings. I fear that by turning to SLPAs to cover the shortage of certified speech/language pathologists, that we may eventually dilute our service delivery system, and further contribute to speech pathologists leaving the schools because of increased supervisory demands. Currently, SLPs are staffed at a 68:1 student/clinician ration. How can a certified SLP realistically provide 500 hours of supervision to SLPAs and manage their current caseload? VDOE has stated that SLPs are responsible for all testing, IEP/goal development, consultation with parents, and attendance of meetings. Yet, in</p>

# Comments On Proposed *Regulations Governing the Review and Approval of Education Programs in Virginia (8 VAC 20-542-10 et seq.)*

2

3/2/07

Date	Name	Title & Organization	Comments for Competencies for Endorsement Areas: Speech Language Pathology Assistants
			<p>order to perform these duties, the SLP must be knowledgeable about all students on caseload. Is it possible to be knowledgeable about all students on a caseload with a SLP supervising a SLPA one day/week (20%)? With the use of SLPAs, how many students will the SLP be responsible for (68 students of his/her own in addition to more students at another site)?</p> <p>The American-Speech-Language-Hearing Association (ASHA) is the governing body that certifies and licenses speech-language pathologists, and has established guidelines for SLPAs. Wouldn't it make more sense for the individual to obtain SLPA certification through an ASHA accredited college/university, much like Certified Occupational Therapy Assistants?</p> <p>I am not averse to using SLPAs under specific circumstances, notably, in schools with large caseloads that cannot be covered by a single SLP. An SLPA in the same building as the full-time SLP could be supervised much more easily. However, SLP caseloads would still need to be reduced to allow for appropriate supervision. Under other circumstances, FSLCA does not recommend the endorsement of SLPA in the Commonwealth Virginia.</p>
12/14/06	MaryAnn S. Wyatt, M.A., CCC-SLP	Speech-Language Pathologist, Fairfax County Public Schools	<p>This is not an easy issue, and I know that Speech/Language Pathologists are worried that SLPAs will be used to "make-up" for the shortage of SLP's in the Commonwealth. Virginia needs to desperately solve the caseload issue before the SLPA determination is considered. The caseload issue is an ongoing problem, one that I worked on fervently in the 1990's through the Speech and Hearing Association of Virginia with the Virginia Legislature. We came breathtakingly close to reducing caseload to a reasonable amount, with an excellent action plan for gradual reduction. I spent quite a bit of time presenting public testimony giving facts, figures, and public testimony.</p> <p>It is a sad commentary that there has only been a reduction of caseload by only seven students in over 31 years! When I started my career, the caseload in Virginia was 75. It was reduced and then increased again. In the 90's, it was reduced to 70, and then to 68. There has been no movement since!</p> <p>Research by Dr. Laura Justice from UVA strongly supports that children who have language delays and language disorders are at the greatest risk for poor literacy. With all the strides we have made in 36 years in education and speech therapy, it is baffling to me regarding why the caseload issue has not been solved. When children receive the early intervention they need, the literacy rate improves dramatically! Solve the caseload issue, and you will dramatically impact your literacy issues, and the speech therapist shortage. Speech Therapists will want to work in the schools when they know that they are more effective.</p>

# Comments On Proposed *Regulations Governing the Review and Approval of Education Programs in Virginia (8 VAC 20-542-10 et seq.)*

3

3/2/07

Date	Name	Title & Organization	Comments for Competencies for Endorsement Areas: Speech Language Pathology Assistants
			<p>When I addressed these issues with VDOE through the Virginia Legislature, as the Speech and Hearing Association Vice President (about ten years ago), I found that educators supported the caseload reduction because they had collaborated for years with speech therapists, and realized what promise there is when children receive the help they need. The speech pathologist in the public schools stand side by side with reading teachers, classroom teachers, intervention teams, and principals, to place the emphasis on literacy and improve each student's performance. Please help us change the impetus and finally bring us into the 21st century by shifting the focus to GRADUAL caseload reduction that is clearly FUNDED. I am inspired by my colleagues everyday who work so hard and put their heart and soul into teaching. Virginia isn't just a state that wants to improve test and literacy scores, but represents a real humanitarian effort to treat each child with dignity and hope. Will you help us please....to bridge the gap and support improved speech-language services by caseload reduction? We have a dynamic and wonderful person at the VDOE that we admire who we believe will help us bridge that gap. Her name is Marie Ireland. I am convinced that if we all work together we can exact change that will make a difference in thousands of children across the Commonwealth. If you wish, you may forward this email as well as to others in the VDOE for consideration. I admire the work that our VDOE directors do and I am excited and hopeful that when we roll up our sleeves and work together, we will effect policy change for 2007-2008 and beyond!</p>
12/14/06	Mr. Wyatt	Husband of Speech-Language Pathologist, Fairfax, Virginia	<p>I'm writing as the husband of a Speech Language Pathologist here in Fairfax County. My wife has been a teacher since getting her degree in Early Childhood Special Education in 1974, and has worked in Fairfax, Arlington, and Prince William counties since 1981. She received her SLP degree in 1995, practiced for two years, took a hiatus from teaching, returned in 2001 as an Instructional Aide in an HI Center, and now has returned as an SLP this fall.</p> <p>I bothered to give you her experience as background info to now indicate how much more paperwork is currently demanded of the SLPs in comparison to 10 years ago. My wife constantly complains that her job is no longer delivering therapy, it is mostly as an evaluator and paper pusher. Therapy has become a poor third in the running to the testing/evaluations and then writing and presenting reports, all of which are professional responsibilities, but take half or more of the time away from delivering therapy to the kids.</p> <p>So now she tells me that the state might certify an SLP assistant who can deliver therapy, but only under the watchful eye of an SLP, and cannot do evaluations or testing without the Master's or their ASLA-CCCs...(which my wife has had for 10+ years also).</p>

# Comments On Proposed *Regulations Governing the Review and Approval of Education Programs in Virginia (8 VAC 20-542-10 et seq.)*

4

3/2/07

Date	Name	Title & Organization	Comments for Competencies for Endorsement Areas: Speech Language Pathology Assistants
			<p>You know if the SLPAs are approved then in reality, they are going to do the therapy without much supervision and that takes most of the joy away from the SLP's day. Who wants to write evaluations and IEP goals all the time?</p> <p>What the SLPs really need are secretaries!!!!...someone to schlep paperwork, call parents, file reports, etc. AND, you need more SLPs, with a Master's, NOT an SLPA with a Bachelor's. Put more money into scholarships, helping new teachers get certification, help more Master's programs stay afloat. Yes, I know at least we have one here in Virginia. Do we waive all loan paybacks for staying to work in Virginia, or give free tuition for a guarantee to work in-state as in Arizona?</p> <p>I don't think an assistant who can only deliver therapy, and then, only under some supervision of the SLP, is the solution to the problem. Moreover, it takes away therapy time for the SLP, which my wife says is the best part of her job.</p> <p>If you are going to do this, you better require the counties/cities to make a new salary schedule for SLPs, because you are requiring them to supervise assistants without extra pay. It is similar to a classroom teacher with an IA, but if you are asking SLPs for an entry-level master's, and an SLPA for an entry level bachelor's, then you better take the SLPs off the teacher salary scale and give them their own.</p> <p>Actually, my wife says she might just give up being an SLP and become an SLPA if Virginia passes the law and regs. Well, that defeats the purpose of proposing these changes doesn't it? She wants to do therapy, not more paperwork and supervision, and unless SLPAs can be given the paperwork, then SLPs are going to come out worse off than before.</p>
12/15/06	Carrie Burris	Speech-Language Pathologist, Newport News City Public Schools	<p>As a former school-based speech-language pathologist, I have some fears regarding the VDOE's proposed regulations pertaining to speech-language pathology assistants. Due to the current shortage of speech-language pathologists in the public schools, I am afraid that these SLP assistants will be asked to perform therapy tasks that are beyond their scope of practice (e.g., be completely responsible for a caseload).</p> <p>Below is a copy of ASHA's guidelines pertaining to SLPA's; I would hope that these guidelines would be strictly adhered to.</p> <p>I would like to comment on the use of Speech-Language Pathology Assistants</p>

# Comments On Proposed *Regulations Governing the Review and Approval of Education Programs in Virginia (8 VAC 20-542-10 et seq.)*

5

3/2/07

Date	Name	Title & Organization	Comments for Competencies for Endorsement Areas: Speech Language Pathology Assistants
			<p>1. What may speech-language pathology assistants do?</p> <p>According to ASHA's Guidelines for Training, Use, and Supervision of Speech-Language Pathology Assistants (PDF format), which apply across all practice settings, a speech-language pathology assistant may conduct the following tasks under the supervision of a speech-language pathologist:</p> <ul style="list-style-type: none"> <li>• Assist speech-language and hearing screenings (without interpretation)</li> <li>• Assist with informal documentation as directed by the speech-language pathologist</li> <li>• Follow documented treatment plans or protocols developed by the supervising speech-language pathologist</li> <li>• Document patient/client performance (e.g., tallying data for the speech-language pathologist to use; preparing charts, records, and graphs) and report this information to the supervision speech-language pathologist</li> <li>• Assist the speech-language pathologist during assessment of patients/clients</li> <li>• Assist with clerical duties such as preparing materials and scheduling activities as directed by the speech-language pathologist</li> <li>• Perform checks and maintenance of equipment</li> <li>• Support the supervising speech-language pathologist in research projects, in-service training, and public relations programs</li> <li>• Assist with departmental operations (scheduling, record keeping, safety/maintenance of supplies and equipment)</li> <li>• Collect data for monitoring quality improvement</li> <li>• Exhibit compliance with regulations, reimbursement requirements, and speech-language pathology assistant's job responsibilities</li> </ul> <p>State laws vary and may differ from ASHA guidelines. Check specific state regulations.</p> <p>2. What is outside of speech-language pathology assistants' scope of responsibilities?</p> <p>According to ASHA's Guidelines for Training, Use, and Supervision of Speech-Language Pathology Assistants (PDF format), a speech-language pathology assistant may not perform the following tasks:</p> <ul style="list-style-type: none"> <li>• May not perform standardized or nonstandardized diagnostic tests, formal or informal</li> </ul>

# Comments On Proposed *Regulations Governing the Review and Approval of Education Programs in Virginia (8 VAC 20-542-10 et seq.)*

6

3/2/07

Date	Name	Title & Organization	Comments for Competencies for Endorsement Areas: Speech Language Pathology Assistants
			<p>evaluations, or clinical interpretation of test results</p> <ul style="list-style-type: none"> <li>• May not screen or diagnose patients/clients for feeding/swallowing disorders</li> <li>• May not participate in parent conferences, case conferences, or any interdisciplinary team without the presence of the supervising speech-language pathologist or other ASHA-certified speech-language pathologist designated by the supervising speech-language pathologist</li> <li>• May not write, develop, or modify a patient/client's individualized treatment plan in any way</li> <li>• May not assist with patients/clients without following the individualized treatment plan prepared by the speech-language pathologist or without access to supervision</li> <li>• May not sign any formal documents (e.g., treatment plans, reimbursement forms, or reports; the assistant should sign or initial informal treatment notes for review and co-signature by the supervising professional)</li> <li>• May not select patients/clients for service</li> <li>• May not discharge a patient/client from services</li> <li>• May not disclose clinical or confidential information either orally or in writing to anyone other than the supervising speech-language pathologist</li> <li>• May not make referrals for additional service</li> <li>• May not counsel or consult with the patient/client, family or others regarding the patient/client status or service</li> <li>• May not use a checklist or tabulate results of feeding or swallowing evaluations</li> <li>• May not demonstrate swallowing strategies or precautions to patients, family, or staff</li> <li>• May not represent himself or herself as a speech-language pathologist.</li> </ul> <p>In closing, I feel that the shortage of fully qualified school-based speech-language pathologists is due to their low salaries. To paraphrase the movie <i>Field of Dreams</i>: If you pay them, they will come!</p>
12/15/06	Carol Dudding, Ph.D.	Graduate Program Coordinator, Longwood University	<p>I would like to take the opportunity to provide feedback on the proposed licensure changes in the area of speech language pathology assistants. I am an ASHA certified speech language pathologist who has been working in the state of Virginia for more than 17 years. I am also a faculty member in a graduate degree program in Virginia. I am responding in the capacity of a certified licensed professional and not as a representative of the university program.</p> <p>In reading the proposed changes, I am concerned that:</p> <ol style="list-style-type: none"> <li>1. Current bachelor's level training programs do not provide clinical education regarding the evaluation and treatment of children school-based speech-language pathologists are serving, such</li> </ol>

# Comments On Proposed *Regulations Governing the Review and Approval of Education Programs in Virginia (8 VAC 20-542-10 et seq.)*

7

3/2/07

Date	Name	Title & Organization	Comments for Competencies for Endorsement Areas: Speech Language Pathology Assistants
			<p>as dysphasia (swallowing disorders), apraxia, autism, traumatic brain injury, etc. I do not see the opportunity for students to gain 500 hours of clinical education as an undergraduate.</p> <p>2. The proposal did not detail the supervision requirements. What level of supervision and by who is required? Can the assistant be assigned a caseload?</p> <p>3. The duties and responsibilities of the assistant were not clearly defined. As you know, ASHA has detailed guidelines and expectations regarding use of assistants. I am concerned that an ASHA certified SLP may risk violating ASHA Code of Ethics if these issues are not clearly defined.</p> <p>4. I am unsure as to how SLP assistants will be compensated. They will hold a BA or BS degree and yet may be paid in accordance with other paraprofessionals that may or may not have a college degree. I imagine this may be a sensitive issue in recruiting and maintaining qualified individuals.</p>

# Comments On Proposed *Regulations Governing the Review and Approval of Education Programs in Virginia (8 VAC 20-542-10 et seq.)*

8

3/2/07

Date	Name	Title & Organization	Comment on Endorsement Competencies: Special Education
	Michael Behrmann, Ed.D.	Faculty, College of Education and Human Development, George Mason University	These faculty of George Mason University recommend that wording on the proposed endorsement for “teachers of children with disabilities in an adapted curriculum” change the word “adapted” to the word “aligned” to match state assessment terminology.
	Michael Behrmann, Ed.D.	Faculty, College of Education and Human Development, George Mason University	These faculty of George Mason University support a requirement of competence in “orientation and mobility” be added to the VI teacher endorsement.
	Michael Behrmann, Ed.D.	Faculty, College of Education and Human Development, George Mason University	These faculty of George Mason University recommend that all general education teacher licensure programs require competency in characteristics, legal issues and instructional strategies for children with disabilities.
12/15/06	Lissa Power-deFur, Ph.D., CCC-SLP	Chair, Department of Education, Special Education, Social Work, and Communication Disorders  Longwood University	I have some comments on special education and cultural linguistic diversity. The need for general education teachers to be prepared to teach students with disabilities and cultural-linguistic diversity has been discussed and affirmed by educators in Virginia and nationwide. The revision of these regulations is a perfect opportunity to add this requirement. However, this should be added without deleting another requirement. Rather, the cap in the number of hours should be increased.

# Comments On Proposed *Regulations Governing the Review and Approval of Education Programs in Virginia (8 VAC 20-542-10 et seq.)*

9

3/2/07

Date	Name	Title and Organization	Comments on Professional Studies Requirements – General Comments
12/8/06	Lynn H. Wolf, Ed.D.	Director of Teacher Education, Averett University	<p>Education programs should be allowed to incorporate behavior management into other courses such as curriculum, instruction, and methods as we now do, and not be required to become a separate course.</p> <p>-Behavior management must be taught throughout the program, in courses in which its relevance will make it the most meaningful. We have had excellent success doing it this way for many years and do not wish to alter a method that already works so well.</p> <p>A decrease in the number of program hours of education coursework should not be required.</p> <p>-We have a difficult time being able to include all the necessary requirements in the hours allowed under the current guidelines, and we feel strongly that a decrease in that number would seriously hinder the effectiveness of our education program.</p> <p>Thank you for your careful consideration of our recommendations. Averett University has a long-standing reputation for graduating high quality teachers and unwarranted changes in program requirements such as those discussed above will make this much more difficult to do. We would appreciate your vote against these changes.</p>
11/29/06	Randy Bell, Ph.D.	Associate Professor, Curry School of Education University of Virginia	<p>Additionally, I am concerned that requiring only one generic curriculum and instruction course for initial teacher licensure instead of a true science methods course will not be adequate preparation for science teachers. There are just too many effective science-specific methods that will not be covered in a generic methods course (e.g., inquiry, demonstrations, conceptual change, the 5E model, field trips, laboratory approaches, lab-related safety, disposal of hazardous waste, etc.). Not to mention that the cornerstone of the National Science Education Standards (and a highlight of the Virginia Science Standards of Learning) is instruction about the nature of science. It is highly unlikely that a person unfamiliar with science pedagogy will be able to teach this nuanced subject.</p>
12/12/06	Jack Robinson	Department of Early Childhood, Speech Pathology and Special Education Old Dominion University	<p>I would like to address the section on Instructional Design Based on Assessment Data (Part C page 39 of the Proposed Regulations Governing Licensure) and to second the motion made by Dr. Myran. That motion was to add the following sentence to the end of Part C to read: "It is essential that teachers be prepared in a balanced approach to assessment to include not only skills in assessment of learning, but especially, assessment <i>for</i> learning principles and practices".</p> <p>What is being advocated here is closer attention to and articulation of the day to day use of assessment practices that promote substantive learning in the classroom, the kind of learning that is actually stipulating the SOL. The use of assessment to monitor and especially promote higher</p>

# Comments On Proposed *Regulations Governing the Review and Approval of Education Programs in Virginia (8 VAC 20-542-10 et seq.)*

10

3/2/07

Date	Name	Title and Organization	Comments on Professional Studies Requirements – General Comments
			<p>level learning such as problem solving and critical thinking has been advocated by almost all major curriculum associations for some time now. Likewise, several states and professional organizations such as NEA, AFT, NCATE, and CCSSO and have focused on holding teachers more accountable for skills in assessment literacy. However, what is unclear about the positions taken by these professional organizations and in the state licensure regulations is the extent to which they apply to teachers' assessment skills to promote student learning as opposed to those that primarily focus on monitoring or auditing student learning. The latter has been the focus of what educators have historically viewed as the function of assessment and tends to be the framework most teachers use when thinking about assessment in their classroom. Terms such as formative assessment or diagnostic assessment have likewise been interpreted as referring almost exclusively to teacher use of assessment information. Unfortunately, that limited view of assessment fails to avail itself of a significant and ever growing body of knowledge about the effective use of assessment to more readily promote student learning, an area which has come to be referred to as "assessment <i>for</i> learning."</p> <p>The use of assessment to promote learning is the focus of assessment for learning principles and practices. It is not the intent of this brief position paper to even begin to address the rather large research base that supports these practices, but a few pieces of information may be of note. A major review of over 250 studies of these practices by Black and William in 1998 found an average effect size of .5 to .7 on enhanced student learning for such approaches and those results were consistent across all grade levels, all subject matter areas, and across all the countries in which the studies were conducted. Their work was part of the United Kingdom's "Assessment Reform" movement that has been on going for more than a decade now. Grant Wiggins' text on "Educative Assessment" published in that same year and his text on "Understanding by Design" likewise take the view that teachers primarily need to know how to use assessment to accomplish learning intentions. The focus of the Educational Testing Service's (ETS) Biannual conference on major issues in assessment in October of 2005 was on assessment to promote learning. The November of 2005 issue of <i>Educational Leadership</i>, the flagship publication of ASCD, was entirely devoted to assessment to promote learning as was the major publication of the American Association for Staff Development in December of 2005. Dylan William just finished a three year appointment leading a major ETS initiative on assessment for learning. The Assessment Training Institute (ATI) developed by Richard Stiggins and his colleagues was just purchased by ETS this past spring and signals that organization's continued commitment to this perspective on assessment. In fact the ETS/ATI web site clearly states the function of that new branch of ETS:</p> <p>"The Assessment Training Institute was founded in 1992 in Portland, Oregon by Rick Stiggins and purchased by Educational Testing Service in 2006. Our work is guided by the belief that</p>

# Comments On Proposed *Regulations Governing the Review and Approval of Education Programs in Virginia (8 VAC 20-542-10 et seq.)*

11

3/2/07

Date	Name	Title and Organization	Comments on Professional Studies Requirements – General Comments
			<p>involving students in the classroom assessment process puts them in touch with the skills they need to take responsibility for their own progress and success. ETS is focused on building students' confidence in themselves as learners, as well as supporting teachers as they face the challenges of developing quality day-to-day classroom assessment."</p> <p>The focus of most curriculum organization as well is either on a balanced approach to assessment literacy or more often on assessment for learning principles and practices.</p> <p>My continuing work with teachers over the past eight years has likewise found significant benefits from the use of assessment for learning principles and practices. However, that work has also made it clear to me that changing teachers' perspectives and assessment practices takes time and that the current preparation of teachers in assessment literacy does not readily support the kinds of changes needed. For those reasons I think a pointed and explicit statement is needed in the regulations that points teachers' development of assessment literacy skills in the direction that we know will substantially benefit student learning and development. Furthermore, that requirement should be applicable to not only K-6 licensure but to 6-12 licensure as well.</p>
11/30/06	Brenda G. Gilman, Ph.D.	Chair, Education Department, Randolph-Macon College	<p>Regarding classroom management as a separate course, we address classroom management as a very important topic directly in our two anchor courses which include structured observation of classroom management in field work. Additionally, in our methods courses, students study an array of theories and applications of effective classroom management models. We currently integrate classroom management across the professional educational studies courses and have met with great success. Student teachers and graduates of our program have sound understanding and application of classroom management. Our graduates, who are acknowledged as exemplary teachers in various venues, are recognized for outstanding instructional and classroom management practices.</p>
12/15/06	Dr. Mavis Brown	Associate Professor of Education, University of Richmond	<p>As a teacher educator at the University of Richmond, I would like to suggest edits to the licensure regulations for both preK-3 and preK-6 to more appropriately address the preschool competencies.</p> <ul style="list-style-type: none"> <li>• increase the professional studies cap of 24 semester hours to 28 semester hours for the purpose of including a specialized course in principles and procedures of early childhood education (preK-3 or preK-6).</li> <li>• the student teaching experience should require a portion of the 300 clock hours to be spent in direct teaching in a preschool or kindergarten classroom.</li> </ul> <p>Rationale: A growing body of research indicates that early childhood education helps children to</p>

# Comments On Proposed *Regulations Governing the Review and Approval of Education Programs in Virginia (8 VAC 20-542-10 et seq.)*

12

3/2/07

Date	Name	Title and Organization	Comments on Professional Studies Requirements – General Comments
			succeed in school and life. High quality early childhood programs must be staffed by knowledgeable teachers who are well grounded in a myriad of successful practices and tools that will enable them to ensure high-quality curriculum and instructional practices that foster young children's learning and development in all areas.
12/7/06	Dr. William Graves	Dean, Darden College of Education, Old Dominion University	<p>Thank you for allowing me to appear tonight to comment on the proposed program approval and licensure regulations. I also want to compliment the Department of Education and the Board for proposing these changes in the regulations. For the most part, these changes will strengthen programs in teacher education and school administrator preparation in Virginia as well as provide more opportunities for children to enjoy and benefit from the schooling process.</p> <p>My comments tonight focus on a need for the Board of Education to assure the public and school divisions that all educators who matriculate through an education program or take courses that provide additional endorsements meet the standards of the Commonwealth. Our current regulations and the proposed regulations fail to provide this assurance.</p> <p>For a Virginia college or university to recommend to the Department of Education that a prospective teacher, principal, counselor or education professional receive a license to practice, the university's program must be approved by the Virginia Department of Education. We have 37 such programs in Virginia which meet the Department's standards.</p> <p>However, Virginia colleges and universities are not the only institutions offering education programs and courses in Virginia to its citizens. Institutions from Alabama, Florida, Massachusetts, Illinois, and other states offer programs and teach courses in buildings across the Commonwealth in which prospective educators and current teacher enroll. Because these institutions are not based in Virginia, they are not required to meet Virginia's program approval standards. Consequently, Virginia citizens who enroll in programs of these institutions will not benefit from the intended effects of the proposed program approval changes in teacher education and in school administrator preparation programs.</p> <p>I want neither to reduce competition or impede commerce. I want the proposed regulations to be amended to require that any institution with a home office or main campus that is not geographically located in Virginia and that offers a program for licensure or endorsement of Virginia educators in Virginia to meet the same program approval standards as all Virginia based programs are required to meet. Virginia educators, prospective educators, and the children of Virginia deserve no less.</p>

# Comments On Proposed *Regulations Governing the Review and Approval of Education Programs in Virginia (8 VAC 20-542-10 et seq.)*

13

3/2/07

Date	Name	Title and Organization	Comments on Professional Studies Requirements – General Comments
			My institution offers its teacher education program using distance education technologies in other states. But other states, for example, Georgia, require that our offerings meet Georgia standards. Georgia does not view this type of a requirement as impeding commerce or restricting competition. It views its requirements as protecting children and its own investment in the schools of Georgia.
12/7/06	Kristi Planck Johnson, Ph.D.	Associate Professor of Education, Marymount University	Foundations of Education is an essential course for all future educators. We must know about our history, sociology, philosophy, and international education issues and information. Without these ingredients, an educator is not grounded in ways that provide solid thinking for all teachers. We must preserve our Foundations of Education! Thank you for your consideration
12/6/06	Molly Back	Student, Radford University	I am currently a Junior at Radford University and an Elementary Education major. I recently completed a Foundations of Education course and truly believe it is one of the best courses offered in this program. I was extremely unprepared going into this class. I had no idea that it would include so much work, but I was pleasantly surprised at the amount I learned. This class offered so much room for my opinions as a student, and I was able to see much more clearly into the world. It was the first class that I'd taken in which we actually learned how to deal with social issues within the classroom, versus standard teaching practices. We dealt with issues dealing with race, sexuality, poverty, and much more that we, as future educators, will deal with in the future. Teachers who graduated from Radford University with the kind of education this class offers will know tips and strategies on how to deal with these issues instead of ignoring them in their own classrooms. As I mentioned before, the class opened many doors for me, as well as my classmates, to state opinions and views of the world. It was an eye-opening experience in itself. We were also assigned a service-learning project, which gave me my first classroom experience. The instruction I received from this class is priceless and very meaningful, and I can't imagine taking this type of class completely out of the curriculum. Please consider keeping this class and all like it.
12/7/06	Keith Thomas	Student, Radford University	This has been a key transitional semester for me. The fundamentals "Introduction to Education" class I have been involved with this semester has immersed my thoughts and efforts into education. Immersed not only in my own education, which until recently has been mainly an effort in forming a "well-rounded individual," but in the education of others, how education works, why we educate ourselves, each other, what is expected of educators, the educated, and what an education is. This is the semester I became much more aware of what an education truly is, and why I decided to work towards a career in education. This has been accomplished through the presentation of a wide variety of philosophical ideas, facts about the educational process, and opportunities our society is presented, expects, doesn't think about, and accepts or rejects. Out of this plethora of information, the fundamentals ("background" or basic knowledge) of education, I

# Comments On Proposed *Regulations Governing the Review and Approval of Education Programs in Virginia (8 VAC 20-542-10 et seq.)*

14

3/2/07

Date	Name	Title and Organization	Comments on Professional Studies Requirements – General Comments
			<p>have chosen subjects that I feel have affected me greatly and will benefit me immensely in my teaching career.</p> <p>Foremost among these concepts that “stand out” to me, which means they make me wish to learn more about, is the idea of hidden curriculums. I have a seemingly intrinsic characteristic to question authority. In my childhood, and as I approach forty years of age, this has been expressed to me many times over by comments on my “bad attitude,” what I now realize is an unwillingness to simply accept “that’s just the way it is” as the unimpeachable truth. Questioning authority because of misunderstanding or ignorance of “why things are,” the status-quo, can be a frustrating and infuriating circumstance, and can be expressed in many ways. Through “making the familiar strange” i.e.: seeing other perspectives, this fundamentals class has made me aware that the hidden curriculum is a series of lessons that society teaches covertly and subliminally, often so much so that the teacher is ignorant that the lesson occurs. These are powerful, powerful lessons about societal hierarchy, the purpose of society, and heavily influence social class reproduction throughout the educational process, and far beyond school grounds. According to the article, “The Seven Lesson Schoolteacher” by John Taylor Gatto, these lessons influence students towards emotional and intellectual dependency, create provisional self-esteem, reinforce class position, cause confusion, indifference, and submission to control. In some cases, such as my own, continuous control, in which an individual feels they have no “voice”, can lead to an aversion to authority, a fact which influences me heavily towards the concept of a democratic classroom. This means students under my tutelage will be challenged to create their own goals, expectations, and consequences, while performing up to or better than the high expectations set by those charged with such tasks.</p> <p>The knowledge of “hidden curriculums” is the first step in being able to teach children that a true education is one in which the student uses gained knowledge to propagate ideas, ideals, and concepts they feel are valuable, worthwhile, and worthy of gaining more knowledge of, not simply to recite facts in order to receive a tangible grade, reward, or salary. Anyone, regardless of social class, race, sex, sexual orientation, religious belief, ability, (physical or cognitive) or any characteristic that may create a social grouping or labeling, has the right to the intrinsic rewards of an education. This leads to the second fundamental concept I will be incorporating in my teaching career, learned from this class; what an education is for.</p> <p>The current philosophy of education in the United States is one of essentialism; there being certain lessons that one must know in order to survive, thrive, and be successful. Certain lessons must be taught to everyone, and certain answers must be held as correct by everyone. This philosophy has lead to “cookie cutter” standardization, turning schools into factories tasked with</p>

# Comments On Proposed *Regulations Governing the Review and Approval of Education Programs in Virginia (8 VAC 20-542-10 et seq.)*

15

3/2/07

Date	Name	Title and Organization	Comments on Professional Studies Requirements – General Comments
			<p>turning out students unchallenged with “what could be”, only with “answer in this manner.” This philosophy is not wholly without merit, but is not, in my opinion or will be in my practice, the sole determining factor. Perennialism, the belief that there are classical lasting lessons, along with the philosophy of social reform, the need to increase knowledge and understanding of each other as humans, should be balanced ingredients in the educational process format. I believe this will lead to empathy and the drive to work together, essentials which I believe the current educational trend lacks in favor of a society of competition. I believe an education is for “developing the powers of reasoning and judgment” (Webster’s, 621.) This means developing the ability to “see” or understand differing perspectives, attitudes, ideals, and concepts, as well as engraining established scientifically proven facts. Doing so will allow the student to develop social skills and the ability to intelligently make choices and judgments in order to achieve carefully considered goals set by themselves. This is the measure of success; this is what an education means.</p> <p>A final lesson I have learned from this class is one that is vital to a successful teaching career. It does not come from any article, text, group discussion, PowerPoint, or video clip assignments, but from participating in this fundamentals class. It is simply this, a teacher’s enthusiasm and love of teaching, along with the intrinsic reward one receives from education, is contagious, and is reflected, magnified, and appreciated by the students which she (or he) shares the educational process with. A group of students, lead by a teacher “simply going through the motions” will not perform, by anyone’s standards, anywhere close to the level of a class that is accepted for their strengths, challenged to strengthen their weaknesses, and experiences an earnestly enthusiastic teacher that “models positive behaviors;” one that truly believes, acts upon, prepares for, and shares a love of education respectfully with students. This is true of college students, as well as elementary students, as my participation in service learning, part of fundamentals of education class, as well as the class itself, has proven beyond doubt to me. Through learning and participation in fundamentals of education class, the power of a “bad attitude” can be harnessed and used in a powerfully positive manner while sharing the educational process with my own students in the future.</p>
12/7/06	John Stroup	Ph.D. Candidate-Curry School of Education Research Fellow-Federal Executive Institute University of Virginia	<p>I am writing to dissuade you from removing the requirement that teachers take a Foundations of Education course and instead take a data management course.</p> <p>I strongly support the increased hours of preparation before teachers begin teaching, and I believe that new teachers will learn how to use data to inform their teaching during this time. However, I can't see how they will have the opportunity to inquire into the great history and philosophies of education outside the academy. We want teachers with depth of knowledge and the skills to inquire into the difficult issues that face student learning in the classroom. We know that teaching</p>

# Comments On Proposed *Regulations Governing the Review and Approval of Education Programs in Virginia (8 VAC 20-542-10 et seq.)*

16

3/2/07

Date	Name	Title and Organization	Comments on Professional Studies Requirements – General Comments
			<p>requires the imagination to understand how to deliver content, promote critical thinking, and basic educational skills to young people of various ethnic, cultural, and economic backgrounds.</p> <p>Using data to inform teaching does absolutely nothing if you do not understand to whom you are delivering curriculum and instruction.</p> <p>I strongly encourage you to rethink this proposal. What you should be proposing is that teachers get both a deep understanding of the foundations of education as well as in depth practice at using data to inform your teaching.</p> <p>Do not make this critical error and think that you are helping teachers learn something in the classroom that they should be learning on the job.</p>
12/8/06	Lorrie T. Viars	Student, Elementary Education, Radford University	<p>Hello. My name is Lorrie Viars and I am currently an elementary education major at Radford University. I have recently heard about the idea to delete the Foundations of Education courses out of the system, that they would no longer be required for teachers. I believe that this idea is completely bogus. I believe that the course should be required and should be left in the system. In this class, I have learned a great deal about how to structure my classroom. It has really helped me to see that I need to not expect that everything will be great and everyone will get along, it has showed me that people are different and we need to see that. The course is called "Foundations" of Education...doesn't foundation basically mean the beginning of something or the building blocks? That's exactly what it has been for me. It has been the building block of a soon coming and great teaching career for me. It has made me think about things that I would have never thought of had I never taken the course. Also, you need to think about the teachers that you would be putting out of jobs. Do you want them to be unemployed or would you rather them be able to have a stable and steady job? Again, I really enjoyed the class and I hope that you will take my short excerpts into consideration and really stop and think about what you could be doing to our future teachers. You would be taking away the building blocks to their future, the beginning of their career and also you would be putting people out of jobs. Please carefully reconsider your action to remove the Foundations of Education course.</p>
12/8/06	Kollene Alicia Sistek	Student, James Madison University	<p>Keep Foundations of Education as a requirement for teacher licensure. Per completing this course myself this semester, I feel EDUC 360 was a meaningful learning experience for me and I think future teacher education students in Virginia should have the opportunity to take such a course. The material that was covered is essential for us to understand before we face these things in the classroom.</p>

# Comments On Proposed *Regulations Governing the Review and Approval of Education Programs in Virginia (8 VAC 20-542-10 et seq.)*

17

3/2/07

Date	Name	Title and Organization	Comments on Professional Studies Requirements – General Comments
			<p>This coursework is essential for the development of reflective, professional teachers through the cultivation of historical perspectives and the ability to place school enterprises within larger social, cultural and political contexts. Without this course, I would have NEVER been exposed to this material in such a fashion. We need to focus on making better well-rounded teachers who are sensitive to these things.</p> <p>I have learned in this class how to tactfully approach subjects that have often been labeled as taboo.</p> <p>Virginia and its student population are becoming increasingly diverse. Foundations coursework is one of the primary places for prospective teachers to learn about/wrestle with the question of what it means to teach in a culturally diverse society.</p> <p>On one last note, one reason why teacher retention rates are low is because they do not understand the ways in which classrooms are part of the larger institution of public school and how the school and society relate. Foundations coursework helps prospective teachers make such connections. As well as show us what it is really going to be like when we get in there. Out of the 25 courses I have taken thus far at James Madison University, this course I can say has prepared me the most.</p>
12/8/06	Dr. Chapman Hood Frazier	President of the Virginia Association of Teachers of English	<p>As one of the state's primary professional organizations devoted to the teaching of English and Language Arts, the Virginia Association of Teachers of English would like to express our opposition to the current licensure proposal to eliminate the Social Foundations requirement for future teacher educators.</p> <p>First of all, the Social Foundations requirement provides our teachers-in-training with a solid grounding in the history, sociology, and multi-cultural and contemporary educational issues that inform our profession. Therefore, the current proposed changes to eliminate these requirements would seriously jeopardize the opportunity for our future teachers to understand the development and history of our profession as well as examine the critical issues that face teachers today.</p> <p>In addition, the Virginia Association of Teachers of English is closely affiliated with Virginia College English Educators, and many of our members are directly involved in teacher licensure programs. Since we, as English educators, align our teaching pedagogy with National Council Accreditation in Teacher Education (NCATE) and National Council of Teachers of English (NCTE) goals, the decision to eliminate the Social Foundations of Education could adversely</p>

# Comments On Proposed *Regulations Governing the Review and Approval of Education Programs in Virginia (8 VAC 20-542-10 et seq.)*

18

3/2/07

Date	Name	Title and Organization	Comments on Professional Studies Requirements – General Comments
			<p>affect our ability to meet our professional standards. The following standards are currently addressed through the teaching of Social Foundations in our teacher licensure programs:</p> <p>Social Foundations courses are currently required to meet several of our National Council of Teachers of English (NCTE) and (NCATE) standards including:</p> <p>Candidates improve professional knowledge and attitudes towards the field of education by:</p> <p>2.2 Use ELA (English Language Arts) extensively and creatively to help their students become more familiar with their own and others’ cultures.</p> <p>2.5 Make meaningful and creative connections between ELA curriculum and developments in culture, society and education.</p> <p>2.6 Plan and carry out frequent and extended learning experiences that integrate arts and humanities into the daily learning of their students.</p> <p>Candidate knowledge of curriculum practices</p> <p>3.13 Use both theory and practice in helping students understand the impact of cultural, economic, political, and social environments on language.</p> <p>Pedagogical Standards</p> <p>4.1 Understand the purposes and characteristics of different kinds of curricula and related teaching resources and select or create instructional materials that are consistent with what is currently known about student learning in ELA.</p> <p>4.3 Work with teachers in other content areas to help students connect important ideas, concepts and skills within ELA with similar ones in other disciplines.</p> <p>4.4 Create opportunities for students to analyze how social context affects language and monitor their own language and to monitor their own language use and behavior in terms of demonstrating respect for individual differences of ethnicity, race, language, culture, gender, and ability.</p> <p>Therefore, the Virginia Association of Teachers of English would like to go on record to voice our opposition to the proposed change to eliminate the Social Foundations of Education from the teacher education licensure requirements.</p>

# Comments On Proposed *Regulations Governing the Review and Approval of Education Programs in Virginia (8 VAC 20-542-10 et seq.)*

19

3/2/07

Date	Name	Title and Organization	Comments on Professional Studies Requirements – General Comments
12/8/06	Christina Poirier	Student, Radford University	<p>My name is Christina Poirier and I am currently in a Foundations of Education course at Radford University. I believe that I am more prepared to be a fair and understanding teacher after taking this course. This course is the only one offered at Radford University that truly teaches future teachers about topics such as diversity and the history of education. Removing this course would impact the next generation of teachers. Without this course, future teachers will not have a thorough understanding of the background history of their chosen field. They will also miss out on the wonderful opportunity of learning about cultures and lifestyles that may be different from their own. This course is an eye opener. It prepared me to teach and understand children who have a different background than I do. It also reminds future teachers to keep an open mind. A successful teacher is not just a person who knows effective strategies. A life changing teacher is one who tries to learn where a student is coming from. A teacher who truly impacts a student helps that student not only learn spelling and arithmetics, but makes that student feel comfortable in the classroom and the school environment. If future teachers do not experience a foundations of education course, future students will be impacted and their educations will suffer.</p>
12/8/06	Larry R. Huffman	Adjunct Instructor Department of Learning, Technology and Leadership Education James Madison University	<p>I would like to speak for the continuation of the requirement for Educational Foundations in our teacher preparation programs.</p> <p>I am a retired elementary principal (31 years) who has been teaching the Foundations of American Education at James Madison University since 1998. I feel that I can speak for this requirement from two different perspectives.</p> <p>First as a former principal, the teachers that I have hired and directed over many years need to be well-grounded in the social, philosophical, legal, cultural, ethical and historical foundations that have made education what it is today. The teachers who have strong preparation, including a comprehensive foundations course, have been more professional, better able to understand the dynamics of working in today's classrooms, and play a strong leadership role on the faculty. They have been able to better examine the implications of their actions on student learning and, most importantly, to demonstrated "reflective practice" and the ability to work with others to accomplish school goals.</p> <p>Speaking as an instructor of the Foundations course, I feel that establishing a strong background in the areas of knowledge, attitude, skills, and leadership provide a solid background for their more detailed methods courses and a real understanding of not only "how to teach" but also the implications and impact of their actions and understandings on student learning. I have been teaching the course long enough to determine that the students who excel in understanding the foundations experience more success when they move to the classroom.</p>

# Comments On Proposed *Regulations Governing the Review and Approval of Education Programs in Virginia (8 VAC 20-542-10 et seq.)*

20

3/2/07

Date	Name	Title and Organization	Comments on Professional Studies Requirements – General Comments
			I feel strongly that the foundations requirement should be left in the program since it has such a significant impact on the quality of student learning.
12/8/06	Lynn H. Wolf, Ed.D.	Director of Teacher Education, Averett University	<p>In reacting to the currently proposed changes in program regulations, the Education Department at Averett University would like to recommend the following:</p> <p>Foundations courses should remain as part of the allowed education program offerings. This is a critical and extremely necessary course, the content of which would be difficult to incorporate appropriately or segment into other courses.</p>
12/8/06	Lisa Rostiser	Student, James Madison University	It has recently come to my attention that Social Foundations of Education is at risk for being cut from the course requirements for teacher education. As a future teacher and past student of that course, I feel it would be to the student's detriment to not require such a worthwhile and valuable course. The material covered in that course helps future teachers develop skills and strategies for their future work in an increasingly diverse classroom. The foundations taught in that class will help teachers to come up with solutions when faced with confusion or frustration in their future classrooms. In closing, it would be harmful both to the future teachers and their future students to not require Social Foundations of Education for teaching licensure and I sincerely hope the Department of Education will reconsider cutting Social Foundations of Education from the teacher education program.
12/8/06	Tyson Traver	Student, Radford University	<p>I am a student in one of the EDEF 320 classes at Radford University. I intend to teach high school history upon graduation. When I first started this class, I felt as if it was of no use and was not going to be enjoyable. After a few weeks, I began to understand the message that the class was intended to make. Understanding that the class was about allowing me to enjoy the participation and going to the class.</p> <p>When determining the future of the class EDEF 320, we must determine what we want future teachers to draw from this class. What I have found is the overall message of this class is teachers must create a safe atmosphere that is accepting to all cultures, religions, genders, and sexual orientations and is able to relate to these different types of students without any prejudice in order to teach to them. Awareness instilled in future teachers of diversity is a necessity. It is not ok for the class room to continue to be taught in a Euro-American male type of way. Going through the school system and education program really does not touch on diversity as in depth as this class does. Some future teachers have gone through most of their schooling with little diversity among their fellow peers. We do not want the first time for a teacher to experience an atmosphere that</p>

# Comments On Proposed *Regulations Governing the Review and Approval of Education Programs in Virginia (8 VAC 20-542-10 et seq.)*

21

3/2/07

Date	Name	Title and Organization	Comments on Professional Studies Requirements – General Comments
			<p>includes many different people to be at their first teaching job.</p> <p>I come from a conservative home. My father is a very homophobic man so some of his views were able to rub off on me. I went in to this class with a very narrow minded view of gays and lesbians. After certain readings and events in class, I have been able to shed my misconception about homosexuals and I am able to look at them as what they are, people that want to be educated and accepted like everyone else. Before this class, I did not have much sympathy for homosexuals. I had heard stories of gays being ridiculed and made fun of, but never thought that that could affect their ability to learn. Hearing testimonials from gay students that went through the public school system changed my view that the treatment homosexuals receive has an affect on their participation in school.</p> <p>Allow this class to continue to be a requirement; the class does build better teachers; showing them how to adapt to the diversity of their classroom. Without this class, a key element of teaching will be overlooked. That element is the ability to connect with every student in one's classroom efficiently enough to teach them curriculum.</p>
12/12/06	James S. Kaminsky Ph.D.	Professor of Education Auburn University	<p>Educational professionals working in America's public schools are responsible for delivering literacy and numeracy to all of our children. But they are also responsible for presenting a learning environment that honors social justice and diversity. The College of Education at Auburn University honors both. Moreover, establishing an educational environment of social justice and diversity is a state-wide priority for all the people of Alabama. It would be a travesty if the great state of Virginia would sanction a program of teacher education that would abolish the one segment of that teacher education program dedicated to making future educators aware of their responsibility for ensuring equal educational opportunity for every child irrespective of their race, class, gender, or disability. Clearly, understanding public education's obligation for the promotion of liberty, equality, and fraternity in Virginia's public schools is at least as important, if not more so, than any other skilled administrator and teacher bring to the classroom.</p> <p>It would be a pleasure to assume that the job is done and both social justice and diversity are assured. But social justice and diversity remain our nation's "undiscovered country." To turn one's back on the job yet to be done in the "undiscovered country" of America's democracy would be unthinkable. Our history cannot be undone but our present and future can be what we make it.</p> <p>Let me add my voice to the petition that would preserve that segment of teacher education devoted to social justice and diversity.</p>

# Comments On Proposed *Regulations Governing the Review and Approval of Education Programs in Virginia (8 VAC 20-542-10 et seq.)*

22

3/2/07

Date	Name	Title and Organization	Comments on Professional Studies Requirements – General Comments
12/11/06	Gary Whitt	Teacher	I just wanted to take a moment and voice my opinion that our overall teaching programs would lessen in quality if we drop the Foundations of Education course. It's a strong course for us and helps the students make meaning of the rest of the program. Also, I don't think the stand-alone classroom management course will be as meaningful as teaching classroom management within the context of the courses and in student teaching. The de-contextualized concepts would be much less clear.
12/12/06	Gilma B. Steele	Teacher, Henrico County Public Schools	<p>I recently learned that the Virginia Board of Education is considering removing the Foundations of Education requirement for new teachers. As someone who has benefited from this program, I feel obliged to let you know that I and others see this as an integral part of preparing young teachers for success, not in the classroom, but for successful growth as professionals.</p> <p>One of the growing issues in public education is multi-culturalism; more specifically, how to effectively incorporate education from a multi-cultural perspective into the traditional American curriculum. During my educational training, the Foundations courses were the only classes that directly tackled the issue of multi-culturalism. Everyday, we encounter students of varied backgrounds. As teachers, we need to know how to effectively approach those differences thereby ensuring success for all students, regardless of their background. The Foundations classes afford aspiring teachers opportunities to examine the issue in-depth.</p> <p>Additionally, when I moved to the United States seven years ago, I knew that I wanted to become a public school teacher but I was very ignorant about the history of the American education system. The Foundations courses provided me with a sound contextual understanding of education in America and its importance in society. In my U.S. History course, I have had students inquire about the origins of the public school system. Using much the information that I learned in my Foundations courses, I was able to provide an informed answer to their questions.</p> <p>Ladies and gentlemen, having personally benefited from this program, I implore you to reconsider your decision to get rid of this invaluable program because it really would be unfortunate if our up-and-coming teachers are deprived of such a vital component of their professional training.</p>
12/14/06	Dr. Phil Wishon	Dean, College of Education, James Madison University	<p>It is strongly suggested that study of and acquisition of skills and dispositions pertinent to Social Foundations of Education be retained as a licensure requirement.</p> <p>Eliminating this domain as a licensure requirement sends the very unfortunate message that understanding and appreciating the very substantial role of school as a (some would say THE)</p>

# Comments On Proposed *Regulations Governing the Review and Approval of Education Programs in Virginia (8 VAC 20-542-10 et seq.)*

23

3/2/07

Date	Name	Title and Organization	Comments on Professional Studies Requirements – General Comments
			primary socializing institution in American society, and the extremely consequential role schools play as democratic "levelers" is without merit. In our imperfect society, this is not a message that leads to greater societal understanding and healing.
12/15/06	Marty Watkin	Adjunct Faculty English and ESL programs J. Sargeant Reynolds Community College	<p>I am writing to lend my support to the teacher movement in support of Social Foundations of Education. Like the others who may have written you, I strongly feel that if we eliminate this requirement for teacher education, we are in effect suggesting either: a) that we are doing an excellent job in the classroom as educators being sensitive to issues of race, class differences and cultural awareness, or b) that we are not convinced that those issues are crucial ones for us as educators. Neither is true.</p> <p>We must continue to keep the SFE requirement. The purpose of SFE is to introduce educators to whatever cultural blind spots they possess, and we all have them, even the best of us. SFE gives educators a safe place to ask questions, discuss issues, and learn facts and statistics that help them understand why we must be culturally sensitive and teach our students to be the same.</p>
12/14/06	Brenda G. Gilman Ph.D.	President, Virginia Association of Colleges for Teacher Education (VACTE)	<p>On behalf of the collective membership of the Virginia Association of Colleges for Teacher Education (VACTE), which represents the 37 teacher preparation programs in colleges and universities in the state, I take this opportunity to respond the proposed changes to the <i>Regulations Governing the Review and Approval of Education Programs in Virginia</i> and to the <i>Licensure Regulations for School Personnel</i>. As education professionals who are deeply committed to high quality teacher preparation, we have followed and discussed the effect these proposed changes will have on the preparation of future educators in our programs across the commonwealth.</p> <p>Of great concern is the elimination of the Foundations of Education requirement. This requirement is the cornerstone and anchor of teacher preparation since it provides important and vital information that teaching professionals need in order to understand and become grounded in the profession. As a result of the study of the development of education in this country, teachers have a greater sense of the importance of education as an integral part of our national and state history. It is in a foundations course where students begin to formulate their own thinking about education and address critical issues of school finances, governance, organization, and law, as well as, gaining an in depth perspective of issues related to diversity including cultural and language differences that impact our classrooms daily. It is often in this course that students discern if teaching is a suitable fit for the utilization of their personal characteristics, talents.</p>
12/15/06	Dr. Eric Bredo	Professor and Coordinator	We are very concerned about the proposed change in required coursework for teacher licensure in Virginia. It has been a tradition in Virginia, as in most other states, for those seeking teacher

# Comments On Proposed *Regulations Governing the Review and Approval of Education Programs in Virginia (8 VAC 20-542-10 et seq.)*

24

3/2/07

Date	Name	Title and Organization	Comments on Professional Studies Requirements – General Comments
	Dr. Hal Burbach	Professor	<p>certification to be required to take one or more courses in Social Foundations of Education. As of 1997, 71% of all teacher preparation programs in the US required such coursework and 90% of the top ten education schools offered doctoral degrees in the field. We understand that there are new pressures on teachers today but believe that coursework in Social Foundations remain vitally important. In fact, it is even more important today with all of the increased pressures placed on teachers.</p> <p>The primary rationale for coursework in Social Foundations is that it gives teachers wider perspective on what they do. Such perspective is important because it enables them to have a fuller understanding of their role or mission. It is all too easy for those in any job to develop tunnel vision, focusing only on the immediate task at hand. This is understandable, but lack of wider perspective can result in teaching and education that are unwise and unethical. To act wisely as well as ethically one has to understand how one's work relates to others in the school, and how the school's efforts relate to the wider community. One needs to understand how different efforts fit together or how they get in each other's way. As social conditions change, teachers also need to be able to think "outside the box" if they are going to adapt successfully. Social Foundations helps in this by making them more sensitive to the social and institutional contexts in which they work and giving them a richer and more varied set of ideas on which to draw.</p> <p>This point can be summarized by saying that educators must themselves be educated. If we want teachers to foster students who are thoughtful, use good judgment, and are sensitive to the ethical implications of their behavior, these qualities must be also be fostered in teachers. To do so, they must understand the wider meaning of their own work and the way it connects to networks of social relationship extending beyond the classroom. Social Foundations provides the only occasion for teachers to have a chance to do this. Experience in courses like those on the history and sociology of American education introduces them to the character of the American educational system, the way it has been and is related to the wider the community, the difficulties it has experienced and the success and failure of efforts to address those difficulties. Experience in philosophy of education shows them where present educational theories came from and what values and assumptions are embedded in them, as well as introducing them to other ways of thinking about education. Anthropology in education helps give teachers a better understanding of mainstream American culture and the cultures of students and the way they interact in schools. It treats issues related to multi-culturalism with far greater sophistication than most courses having that title.</p> <p>All of these courses provide much wider perspective on teaching than is gained in instructional</p>
	Dr. Jen deForest	Assistant Professor	
	Dr. Diane Hoffman	Associate Professor  University of Virginia Social Foundations Program	

# Comments On Proposed *Regulations Governing the Review and Approval of Education Programs in Virginia (8 VAC 20-542-10 et seq.)*

25

3/2/07

Date	Name	Title and Organization	Comments on Professional Studies Requirements – General Comments
			<p>design or classroom management. Instructional management and design are fine in their place, but it is all too easy for narrow attention to immediate goals to undermine the very thing one is attempting to foster. To avoid these, teachers need to understand the wider meaning or significance of what they are doing. Social Foundations plays a centrally important role in helping them to do so.</p> <p>We sincerely hope that you and the other members of the Professional Licensure Committee and the Advisory Board on Teacher Education and Licensure will see the need for such courses in the education of Virginia's teachers. We believe they are vital to the Commonwealth. They are vital in just the way its founders thought education vital to its democratic flourishing two hundred years ago.</p>
12/4/06	Mary E. Andersen	Teacher, Prince William County Public Schools	<p>I recently graduated from the University of Virginia with a Master's Degree in Social Foundations of Education. While taking the SF course during the preparation for my teaching license, I realized how important Social Foundations is to the basic understanding of the educational process in America. It broadened my horizons and provided invaluable assistance to my comprehension of educational practices.</p> <p>I am currently teaching third grade at J.W. Alvey Elementary in Haymarket, Virginia, for Prince William County. This course has not only prepared me to become a more effective educator, but it has enabled me to more effectively communicate with my student's parents when I explain how and why about the particulars of their child's education.</p> <p>It is vitally important that teachers learn effective methods and techniques. But an understanding of broad educational goals and contexts in which their students and classrooms exist is necessary for teachers to respond effectively to particular situations. Social Foundations focuses on the "whys" of education. It places in context everything from societal goals to cultural and social trends affecting all aspects of education. This course is critical to effective implementation of the "hows" of classroom practice.</p> <p>I respectfully request that the Virginia Department of Education withdraw the proposal to eliminate Social Foundations of Education from teacher licensure regulations. To do so would be a disservice to not only future teachers, but the children of Virginia.</p>

# Comments On Proposed *Regulations Governing the Review and Approval of Education Programs in Virginia (8 VAC 20-542-10 et seq.)*

26

3/2/07

Date	Name	Title & Organization	Comments on Accountability Measure 1: Exiting Program
12/14/06	Brenda G. Gilman, Ph.D.	President, VACTE	Program “exiters” should not be included in computations of test scores for required measures used for program acceptance and licensure. Including “program exiters” does not give a true and accurate account of these scores. Scores should represent only those teacher candidates who complete the programs. “Exiters” do not continue in education courses because they have determined that teaching is not suitable for them for a variety of reasons (cannot pass qualifying tests, do not have the level of academic achievement required, do not want to teach, self-determine that teaching is not congruent with their personality and character traits, etc.). Excluding “program exiters” from this data yields a more accurate accountability measure of those completing programs and entering the teaching profession.
12/15/06	Dr. Joan P. Isenberg	Associate Dean, College of Education and Human Development, George Mason University	I urge that "exiters" be eliminated from computing the pass rates on assessments and other accountability measures. As in other programs of study, there are many reasons why a student may exit a program before completing including poor performance on tests and other measures of accountability. Asking SCDEs to hold and enforce appropriate academic standards may result in students exiting their programs if they do not meet those standards. If we are required to report on those students, it would be a travesty related to accurate and appropriate accountability.
12/12/06	Dr. Jayne Sullivan  Dr. Karen A. Bosch  Dr. Malcolm Lively  Ms. Ginger Ferris  Mrs. Stacey Wollerton	Associate Professor  Director of Teacher Education  Assistant Professor of Education  Assistant Professor  Director of Field Experiences  Virginia Wesleyan College	Remove program "exiters" from the computation of passing rates on licensure exams and from other measures of accountability such as the requirement for programs to provide evidence of the impact of program completers and exiters upon student learning.  I would like to comment on standard which requires information on candidates completing and exiting the program. Candidates could exit the program before they have been prepared in instruction and assessment, and before they are engaged with learners through clinical experiences. Candidates often leave a program before they student teach and so the institution would not have a way to document their impact on preK-12 students. Candidates could be counseled out of a program because they have not been successful. Program providers should not be held accountable for whether or not program "exiters" can impact student learning.
12/15/06	Dr. Sandi Cohen	Director of Teacher Education, Curry School of	On behalf of my colleagues at the Curry School of Education at the University of Virginia, I would like to make the following comments on the proposed regulations for approved programs

# Comments On Proposed *Regulations Governing the Review and Approval of Education Programs in Virginia (8 VAC 20-542-10 et seq.)*

27

3/2/07

Date	Name	Title & Organization	Comments on Accountability Measure 1: Exiting Program
		Education, University of Virginia	<p>in Virginia:</p> <p>We question the inclusion of "exiters" in the development of pass rates for all programs. Our five-year program allows students to enter the program and to leave at various points without consequence to their B.A. degree. As such, we have many who explore education and for multiple reasons choose not to complete the program. To include them seems pointless and for some IHEs harmful to a true assessment of the program.</p>
12/12/06	Dr. Marsha Sprague	Director of Teacher Preparation at Christopher Newport University	We request that "exiters" be removed from the computation of pass rates on licensure exams and from other accountability measures such as evidence of impact on student learning.
12/14/06	Dr. Phil Wishon	Dean, College of Education, James Madison University	The computation of pass rates on licensure exams and other accountability measures such as impact on PK-12 student learning should NOT include data from program "exiters." If programs counsel a candidate out of the profession, that candidate's data is moot and irrelevant, and the only data that should be reported in such instances is the fact that the candidate became a program exiter.
12/14/06	Dr. Jeff Gorrell	Dean, College of Education and Human Development, George Mason University	<p>I'm writing to express my dismay that the Board of Education would even consider requiring Virginia's schools, colleges and departments of education to count in their computations of pass rates on licensure exams and other measures the students who have exited from their programs. As in other programs of study at colleges and universities, there are many reasons why a student may exit a program before completion, including poor performance on tests and other measures of quality. SCDEs hold and enforce appropriate academic standards in their programs, which may result in some students exiting a program of study if they do not meet the standards. To have and enforce academic standards in teacher licensure programs is an ethical responsibility that SCDEs recognize and embrace. If the same SCDEs are required to keep those students in their computations, it would be a travesty related to accurate and appropriate accountability.</p>
12/15/06	Leigh L Butler, Ph.D.	Director of Teacher Education, Old Dominion University	<p>I'd like to comment on candidate progress and performance on prescribed Board of Education licensure assessments.</p> <ol style="list-style-type: none"> <li>1. Programs with small numbers should be allowed to maintain the program. The pass rate should be calculated on 10 or more completers.</li> <li>2. Candidates who exit the program prior to completing all program requirements should not be calculated into the passing rate.</li> </ol> <p>It is the responsibility of the faculty at the higher education institution to provide potential teachers with the opportunity to learn both content and pedagogy. During this time, the individual</p>

# **Comments On Proposed *Regulations Governing the Review and Approval of Education Programs in Virginia (8 VAC 20-542-10 et seq.)***

28

3/2/07

Date	Name	Title & Organization	Comments on Accountability Measure 1: Exiting Program
			has the opportunity to complete all program requirements. However, it is also the responsibility of the faculty at the higher education institution to serve as gate-keepers for those individuals who can not meet the standards of the institution and the Virginia Department of Education. Therefore, the higher education institution should not be penalized by having to calculate the passing rate of the exiter in their programs. Remove program “exiters” from the computation of passing rates on licensure exams. Additionally, program “exiters” should be removed from other measures of accountability as requirements for approved programs to provide evidence of the impact on student learning.

# Comments On Proposed *Regulations Governing the Review and Approval of Education Programs in Virginia (8 VAC 20-542-10 et seq.)*

29

3/2/07

Date	Name	Title & Organization	Comments on Accountability Measure 2: BOE Licensure Assessment Requirement
	Michael Behrmann Ed.D.	Faculty, College of Education and Human Development, George Mason University	These faculty of George Mason University recommend that the Praxis I be dropped as a requirement for entry into initial licensure programs. We currently do not use these scores to admit students to our academic programs, only the teacher licensure programs. It is a financial and administrative burden to students and to the universities. All other required licensure tests should remain in effect.
12/15/06	Lissa Power-deFur, Ph.D., CCC-SLP	Chair, Department of Education, Special Education, Social Work, and Communication Disorders  Longwood University	The current requirement that students take Praxis I prior to admission to teacher preparation is a burdensome testing requirement for Virginia students. With the addition of the VCLA, they are taking more tests (with the associated costs) than students who apply for Virginia license and come from out of state or via the alternate route to licensure. This is unfair to students pursuing teacher licensure through a teacher preparation program in Virginia and does not guarantee improved teaching quality. If the Praxis must be retained, please consider adding the GRE and MAT as alternatives in addition to the SAT, as these are tests commonly taken by students entering initial licensure programs at the graduate level.
12/9/06	Dr. Karen A. Bosch	Director of Teacher Education, Virginia Wesleyan College	My concern is the increase of 80% passing rate for the Praxis II candidates. For small programs but quality ones, if we have two or three or four students and one fails, we drop far below the 80%. It was hard enough for small programs when it was 70%.
12/13/06	Dr. Tim Reynolds	Education Chair, Roanoke College	Include the Virginia Communication and Literacy Assessment as one of the assessments of basic skills prescribed by the Board of Education for individuals seeking entry into an approved education preparation program. a. The Virginia Communication and Literacy Assessment is an assessment which has been recently developed and validated specifically to assess the basic skills of teachers. b. There is research linking teachers' verbal abilities with their effectiveness and with the impact they have upon student learning. There is no equivalent research base showing how mathematics skills (as assessed on the Praxis I exam but not on the VCLA) impact all teachers' effectiveness and impact on student learning.
12/12/06	Dr. Jayne Sullivan  Dr. Karen A. Bosch  Dr. Malcolm	Associate Professor  Director of Teacher Education  Assistant Professor of	For Praxis II, use the passing rate on programs with ten or more completers: "Candidate passing rates, reported by percentages, shall not fall below 70 percent biennially for individuals completing and exiting the program."

# Comments On Proposed *Regulations Governing the Review and Approval of Education Programs in Virginia (8 VAC 20-542-10 et seq.)*

30

3/2/07

Date	Name	Title & Organization	Comments on Accountability Measure 2: BOE Licensure Assessment Requirement
	Lively  Ms. Ginger Ferris  Mrs. Stacey Wollerton	Education  Assistant Professor  Director of Field Experiences  Virginia Wesleyan College	
12/13/06	Dr. Sharon deFur	Associate Professor, College of William and Mary	<p>I applauded Virginia's SAT or ACT exemption for the Praxis I and encourage that similar exemptions be established for GRE scores. I support the elimination of Praxis I requirements for program approval, given that the VCLA has replaced Praxis I as entry to licensure.</p> <p>Regarding the VCLA that is now required, I urge the DOE and the BOE to adopt SAT, ACT, GRE exemptions for this assessment because of the test cost demands that create a barrier for candidates to enter the field of education, and in particularly special education. High SAT or GRE scores demonstrate candidate's academic skills and the VCLA is redundant and an added burden to candidates who already possess those scholarship skills.</p>
12/14/06	Lori Korinek	School of Education College of William and Mary	<p>Regarding teacher licensure: I support Virginia's <u>SAT or ACT exemption for the Praxis I</u> and the <u>elimination of the Praxis I requirements for program approval</u>, since the VCLA now replaces Praxis I for licensure.</p> <p>Regarding the <u>VCLA</u> that is now required, I urge the DOE and the BOE to adopt SAT, ACT, GRE exemptions for this assessment. High SAT or GRE scores demonstrate candidates' academic skills. The VCLA is redundant and an added burden to candidates who already possess those scholarship skills. The time and costs associated with the VCLA discourages students from entering the field of education, especially special education.</p>

# Comments On Proposed *Regulations Governing the Review and Approval of Education Programs in Virginia (8 VAC 20-542-10 et seq.)*

31

3/2/07

Date	Name	Title & Organization	Comments on Accountability Measure 3: Field Experiences
12/15/06	Lissa Power-deFur, Ph.D., CCC-SLP	Chair, Dept. of Education, Special Education, Social Work, and Communication Disorders  Longwood University	I have some comments about the placement of student teachers in public schools. As students can receive excellent experience in their preparation to work in public schools in non-public school settings, the language regarding student teaching and practicum placements should be expanded to allow for placements with school age children in state facilities (DCE, WWRC, DMHMRSAS) and in approved private schools.
11/28/06	Dr. William Graves	Dean, Darden College of Education, Old Dominion University	<p>This e-mail is intended as a request for a change in the proposed <i>Regulations Governing the Review and Approval of Education Programs in Virginia</i> (8 VAC 20-542-10 et seq.).</p> <p>As Dean of the Darden College of Education at Old Dominion University, I request a change in the definition of field experiences which appears in the above referenced proposed regulations.</p> <p>I want to comment on the proposed definition of field experiences. "Field experiences" means program components that are conducted in off-campus settings. They include classroom observations, tutoring, assisting teachers and school administrators, student teaching, and internships.</p> <p>"Field experiences" means program components that are conducted in off-campus settings or on-campus settings dedicated to the instruction of children who would or could otherwise be served by school divisions in Virginia and are accredited for this purpose by external entities such as regional accrediting agencies. They include classroom observations, tutoring, assisting teachers and school administrators, student teaching, and internships.</p> <p>Old Dominion University requests this change because we believe that the preparation of the graduates of our preK-3 and preK-6 programs who have practicums in our Child Development and Child Study Centers are better teachers because of these field experiences and are better able to meet the instructional and other learning needs of their preK-3 and preK-6 pupils in Virginia's schools. Also, we believe we are asking for a higher standard for on-campus settings that will not weaken the existing definition or intent of the Virginia Board of Education.</p>

# Comments On Proposed *Regulations Governing the Review and Approval of Education Programs in Virginia (8 VAC 20-542-10 et seq.)*

32

3/2/07

Date	Name	Title & Organization	Comments on Accountability Measure 4: Participation in Hard-to-Staff Schools
12/14/06	Dr. Phil Wishon	Dean, College of Education, James Madison University	Requiring that candidates participate (directly) in hard-to-staff schools throughout the program is unrealistic and places undue time and financial burdens on IHEs in whose service area, very few (if any) hard-to-staff schools exist. This requirement therefore accords an unfair advantage to IHEs in whose service area have a relatively high number of hard-to-staff schools exist. It is suggested that the wording of the proposed regulation be changed so as to require that candidates "interact with" hard-to-staff schools throughout the program.
9/30/05	Dr. Lissa Power-de Fur	Chair, Department of Education, Longwood University	Add definitions for hard-to-staff...
12/15/06	Dorothy J. Sluss, Ph.D.	Associate Dean, Teacher Education and Professional Services, The College of William and Mary	<p>I want to comment on 8 VAC-542-40- 4. <i>Evidence of opportunities for candidates to participate in hard-to-staff schools throughout the program experiences.</i> The indicator of achievement of this standard shall include evidence that the professional education program provide opportunities for candidates to have program experiences in hard-to-staff schools within each biennial period.</p> <p>We value the in-depth experiences that our students have in diverse clinical settings. Our students are placed in a variety of schools located throughout the peninsula area. They experience both urban and rural settings that provide rich experiences with diverse populations that include racial, economic, linguistic, and ethnic diversity. As we work with students, we place some of our students in schools situated close to campus due to their lack of transportation. The closest hard-to-staff elementary schools are located in Petersburg and Prince William County. These are both over an hour away from campus. Given that students are required to complete an arts and science major for certification in Virginia, they must take other classes in addition to their education classes so they can fulfill degree requirements. A trip to the closest school would require student to spend almost three hours on the road, not including any time spent in the school. Requiring all students to spend time in hard-to-staff schools will create a situation that is physically and fiscally impossible for some students. <u>This has the potential to reduce the number of students who choose to pursue teaching as a career.</u> In addition, moving our entire student teaching population in and out of hard-to-staff schools may create a swinging door effect for the schools. Schools considered hard-to- staff would receive a barrage of requests from colleges and be forced to limit opportunities or face an endless stream of students who want to observe or assist students in the classrooms. This does not seem to be productive for the schools or for potential teachers. We request that you reconsider the terminology and replace hard-to-staff schools with "schools with diverse populations".</p>
12/15/06	Dr. Sandi	Director of Teacher	While understanding the need to promote preparation of teachers for hard-to-staff schools, we are

# Comments On Proposed *Regulations Governing the Review and Approval of Education Programs in Virginia (8 VAC 20-542-10 et seq.)*

33

3/2/07

Date	Name	Title & Organization	Comments on Accountability Measure 4: Participation in Hard-to-Staff Schools
	Cohen	Education, Curry School of Education, University of Virginia	concerned that the approval process lists as a requirement the opportunity for experience in such schools. The Charlottesville area has a limited number of such schools and it is impossible for us to ensure that all students will have the opportunity to complete a field experience in such a setting. In addition, the state's own listing changes annually on these designations. A broader definition of at-risk schools would be helpful.
12/13/06	Dr. Sharon deFur	Associate Professor, College of William and Mary	I appreciate the importance of students having experience with the diversity of students that they will teach and I know how critical the field experiences are to the preparation of new teachers and how essential it is that they are mentored by outstanding teachers and administrators. I also believe that "hard-to-staff" schools often do not have those role models for beginning teachers that would prepare them to work in those environments. I am not certain of the policy intent behind this requirement, but believe it may be based on faulty assumptions that practica and student teaching in hard-to-staff schools lead teachers to choose to work in those schools. Our special education teacher candidates engage in two full-time student teaching experiences and we are careful to make sure that at least one of those experiences is in an urban environment and we make sure that the teachers and schools in that environment provide the support needed for that teacher to learn the skills to work with a diverse population of students. I urge the department and the BOE to think carefully about the policy intent and to either reword or re-define this performance measure.
12/14/06	Lori Korinek	School of Education, College of William and Mary	<p>I agree that pre-service teachers should have experiences that prepare them to be effective with diverse students, but the requirement of "...evidence of opportunities to participate in <u>hard-to-staff schools</u>" may discourage rather than encourage students to work in these schools.</p> <p>Our undergraduate students at the College of William and Mary are majoring in a subject matter discipline and can only "minor" or take a second major in education. They must take other campus courses along with their education experiences in order to complete their program of studies in a timely manner. There are not many hard-to-staff schools located in close proximity to our campus, so this requirement would cause them undue hardship in terms of having to extend their programs for additional semesters to meet the field requirements and in terms of expense to commute to field placements. I fear these obstacles would discourage students from majoring in education, and we would lose some of the best potential teachers because of these obstacles exactly the opposite of what we want.</p> <p>Given the turn-over in hard-to-staff schools, it is also difficult to find enough cooperating teachers in these schools who would provide student teachers with the guidance and models of best practices that are needed to become effective educators. In many instances in special education,</p>

# Comments On Proposed *Regulations Governing the Review and Approval of Education Programs in Virginia (8 VAC 20-542-10 et seq.)*

34

3/2/07

Date	Name	Title & Organization	Comments on Accountability Measure 4: Participation in Hard-to-Staff Schools
			<p>many of the teachers in hard-to-staff schools may not have completed as intensive training as needed to be exemplary cooperating teachers, and systems of effective practice are often less evident in these schools. Since most of the hard-to-staff schools are not very close to our university, the distance would also limit the support that college supervisors could lend in developing strong student teachers. It would seem more effective to allow universities to find the strongest schools and cooperating teachers within a reasonable distance of campus who can model effective practices for diverse learners and support student teachers in developing those same skills.</p>
12/15/06	Dr. Virginia L. McLaughlin	Dean and Chancellor Professor, College of William and Mary	<p>In preparing this response to the <i>Proposed Regulations Governing Review and Approval of Education Programs in Virginia</i>, I have appreciated the changes that have been already made in the effort to address concerns of the teacher education community. The current document reflects much of our input over the past several years. In particular, I am pleased with the range of options for arts and science majors available for candidates in elementary education programs and the elimination of the requirement for “evidence of increased candidate enrollment.”</p> <p>Our three major areas of concern are as follows:</p> <ol style="list-style-type: none"> <li>(1) To ensure quality educators for the Commonwealth, the proposed standards and regulations for program approval should apply to <b>ALL</b> programs in Virginia (e.g., four-year, five-year, fifth-year degree programs; alternate routes; career switchers; etc.). Furthermore, out-of-state institutions operating in the Commonwealth (e.g., GWU, Walden, Cambridge, etc.) must be required to go through the approval process.</li> <li>(2) The requirement for candidate experiences in hard-to-staff schools should be removed. Although the intent is very positive, it cannot be implemented effectively. The list of hard-to-staff schools changes annually and these schools are not accessible to all institutions. By definition, hard-to-staff schools have more novice and non-licensed personnel. The few experienced teachers are needed to mentor novice employees and provide instructional leadership; very few are available to serve as clinical faculty for preservice candidates. Require programs to provide clinical experiences with diverse students including children of poverty, but do not hold fast to the hard-to-staff list.</li> <li>(3) The provision for alternate routes to administrative endorsement will make Virginia standards among the weakest in the nation. Given the principal’s critical role as instructional leader, simply passing a test is insufficient evidence of minimal competence for the position. The children and schools most in need of strong, well-prepared school leaders will be most likely to be shortchanged by this provision. Require school leaders to complete meaningful preparation programs.</li> </ol>

**Comments On Proposed *Regulations Governing the Review and Approval of  
Education Programs in Virginia (8 VAC 20-542-10 et seq.)***

35

3/2/07

Date	Name	Title & Organization	Comments on Accountability Measure 4: Participation in Hard-to-Staff Schools
			Thank you again for the opportunity to provide input. We look forward to reviewing the revised documents.

# Comments On Proposed *Regulations Governing the Review and Approval of Education Programs in Virginia (8 VAC 20-542-10 et seq.)*

36

3/2/07

Date	Name	Title & Organization	Comments on Accountability Measure 5: Evidence of Contribution to PreK12 Student Achievement
12/15/07	Leigh Butler, Ph. D.	Director of Teacher Education, Old Dominion University	<p>I would like to comment on evidence of contributions to prek-12 student achievement by candidates completing and exiting the program.</p> <p>This item states that candidates who complete or exit the program, regardless if they have passed or failed the required assessments or student teaching, will need to show an impact on student achievement. Again, higher education faculty provide all potential teachers accepted into approved programs the same opportunities to achieve. Yet, when teacher candidates exit the approved programs without completing the higher education institutions' professional requirements, the institution cannot and should not be required to show evidence of the exiter's impact on student learning. This is the equivalent of holding a teacher accountable for a student's test scores who never attends class.</p>

# Comments On Proposed *Regulations Governing the Review and Approval of Education Programs in Virginia (8 VAC 20-542-10 et seq.)*

37

3/2/07

Date	Name	Title & Organization	Comments on Accountability Measure 6: Employer Job Satisfaction
12/13/06	Dr. Sharon deFur	Associate Professor, College of William and Mary	I appreciate the importance of follow-up on graduates and welcome the feedback from employers of our candidates. I urge the VDOE and the BOE to consider personnel evaluation confidentiality that might create an issue in collecting graduate specific data and to consider the resource demands on IHE of collecting data at this level of specificity.
12/14/06	Lori Korinek	School of Education College of William and Mary	I agree that <u>employer satisfaction/follow-up on graduates of teacher education programs</u> is important, but IHEs do not currently have the resources or personnel to conduct this follow-up at the level of detail suggested. Systems must be developed statewide to help in these efforts before this becomes a mandate. Confidentiality of information related to individuals must also be assured.

# Comments On Proposed *Regulations Governing the Review and Approval of Education Programs in Virginia (8 VAC 20-542-10 et seq.)*

38

3/2/07

Date	Name	Title & Organization	Comments on Accountability Measure 7: Partnerships and Collaborations
11/1/05	Dr. Ed Polloway	Teacher Educator, Office of Graduate and Community Advancement, Lynchburg College	<p>With the new guidelines in place for “highly qualified” special educators, I ask you to consider ways in which your partnerships with institutions of higher education can respond to these needs and challenges. For example, I would suggest the following:</p> <ul style="list-style-type: none"> <li>• Consider ways to empower institutions to determine whether their own students are highly qualified (e.g., reviewing transcripts of current students, such as at the undergraduate level, to determine the coursework that they have completed as they represent distributions within specific content areas).</li> <li>• Consistent with the above point, consider whether there is justification for modifying guidelines so that those individuals at the pre-service (graduate or undergraduate) level who meet the distribution requirements (e.g., a minimum of 9 hours across the four disciplines in elementary education), will be able to be considered highly qualified upon graduation. While I understand why this may have been put in place to assist veteran teachers, empowering undergraduate programs to revise their curriculum to incorporate more content (with the “carrot” that these individuals subsequently will be highly qualified) will enable them to graduate individuals who will seek positions without deficiencies. In the long run, I believe that these individuals with stronger content backgrounds will be better prepared for teaching than others who had to subsequently take and pass the Praxis II examination as an option.</li> <li>• Under the current guidelines, it appears that the “best way” for school divisions to deal with new teachers who are not highly qualified is to ensure that they are placed in collaborative roles. On the other hand, the ability to be most successful in a collaborative role speaks to relate to the kinds of more intensive study that may be expected at the graduate level. Thus, I can see significant merit in working with institutions of higher education to design such innovative programs for undergraduate students and, for those who have already participated in such programs, to modify graduate programs to build on these skills and develop advanced techniques in the areas of curriculum, instruction, and collaborative strategies.</li> <li>• We will continue to focus on ways that we can facilitate students’ efforts to respond to the challenge of being highly qualified with a K-12 license. Recommendation for any possible solutions will be welcomed.</li> </ul>

# Board of Education Agenda Item

Item: \_\_\_\_\_ E. \_\_\_\_\_

Date: \_\_\_\_\_ March 29, 2007 \_\_\_\_\_

Topic: Final Review of the Proposed Regulations Governing the Licensure of School Personnel (8 VAC20-22-10 et seq.)

Presenter: Mrs. Patty S. Pitts, Assistant Superintendent for Teacher Education and Licensure

Telephone Number: 804/371-2522

E-Mail Address: Patty.Pitts@doe.virginia.gov

## Origin:

\_\_\_\_\_ Topic presented for information only (no board action required)

X Board review required by

X State or federal law or regulation

\_\_\_\_\_ Board of Education regulation

\_\_\_\_\_ Other: \_\_\_\_\_

X Action requested at this meeting \_\_\_\_\_ Action requested at future meeting: \_\_\_\_\_ (date)

## Previous Review/Action:

\_\_\_\_\_ No previous board review/action

X Previous review/action

date January 12, 2005, July 27, 2005, and June 28, 2006

action January 12, 2005: First Review of the Notice of Intended Regulatory Action (NOIRA) to Amend the Regulations Governing the Licensure of School Personnel (8 VAC 20-21-10 et seq.)

July 27, 2005: First Review the Proposed Revisions to the Regulations Governing the Licensure of School Personnel (8 VAC20-22-10 et seq.); and

June 28, 2006: Second Review of Additional Revisions to Proposed Regulations Governing the Licensure of School Personnel (8 VAC20-22-10 et seq.)

## Background Information:

Section 22.1-298 of the *Code of Virginia* requires the Board of Education to promulgate licensure regulations. The *Code* states:

The Board of Education shall, by regulation, prescribe the requirements for licensure of teachers. Regardless of the authority of any other agency of the Commonwealth to approve educational programs, only the Board of Education shall have the authority to license teachers to be regularly employed by school boards, including those teachers employed to provide nursing education.

**Summary of Major Elements:**

Attached are the proposed *Regulations Governing the Licensure of School Personnel* and a summary of the major revisions. The current regulations that became effective in July 1998 will be repealed, and new regulations will be promulgated by the Board of Education.

The 60-day public comment period, required by the Administrative Process Act (APA), for the *Regulations Governing the Licensure of School Personnel* was held October 15, 2006, through December 15, 2006. The Virginia Department of Education held public hearings on November 29, 2006, in Richmond, Virginia; December 5, 2006, in Blacksburg, Virginia; and on December 7, 2006, in Fairfax, Virginia. Attached is a summary of the public comment received.

**Superintendent's Recommendation:**

The Superintendent of Public Instruction recommends that the Board of Education adopt the proposed *Regulations Governing the Licensure of School Personnel* and authorize the Department of Education personnel to continue the Administrative Process Act (APA).

**Impact on Resources:** The impact on resources for the revision of these regulations is not expected to be significant. The primary impact will be on human resources to implement the regulations.

**Timetable for Further Review/Action:**

The proposed regulations will become effective subject to the timelines established in the Administrative Process Act.

# **PROPOSED REVISIONS TO THE REGULATIONS GOVERNING THE LICENSURE OF INSTRUCTIONAL PERSONNEL (8 VAC20-22-10 et seq.)**

March 29, 2007

Below are the substantive and technical changes in the proposed regulations:

## **Competencies**

- The competencies in the 1998 regulations are proposed to be moved to the *Regulations Governing the Review and Approval of Education Programs in Virginia*. The competencies are referenced in the *Regulations Governing the Licensure of Instructional Personnel*.

## **8VAC20-22-10. Definitions.**

- Definitions of new license types and experiential learning are incorporated in this section.

## **8VAC20-22-20. Administering the regulations.**

- The reference to the modification of college and university programs is proposed to be moved to the *Regulations Governing the Review and Approval of Education Programs in Virginia*.

## **8VAC20-22-30. Purpose and responsibility for licensure.**

- No substantive changes are proposed.

## **8VAC20-22-40. Conditions for licensure.**

- Individuals must complete the professional teacher's assessments within the first two years of the provisional license. [Current regulations allow three years under a provisional license or special education conditional license to meet assessment requirements.]
- The number of years of teaching experience to exempt an individual from all professional teacher's assessments has been increased from two to three years, and an individual also must hold a valid out-of-state license (full credential with no deficiencies) to be exempted. [Current regulations require two years of teaching experience and no out-of-state license.]
- Individuals seeking initial licensure must demonstrate proficiency in the use of educational technology for instruction, complete study in child abuse recognition and intervention in accordance with curriculum guidelines developed by the Board of Education in consultation with the Department of Social Services, and receive

professional development in instructional methods tailored to promote student academic progress and effective preparation for the Standards of Learning end-of-course and end-of-grade assessments.

#### **8VAC20-22-50. Types of licenses; dating of licenses.**

- The names of licenses offered are as follows. The Eligibility License and Special Education Conditional License will be incorporated under the Provisional License.

**Provisional License**

**Collegiate Professional License**

**Postgraduate Professional License**

**Technical Professional License**

**Pupil Personnel Services License**

**Division Superintendent License**

**International Educator License** (new license type)

**School Manager License** (new license type)

- The proposed regulations, based on public comment, recommend that licenses continue to be issued from July 1 in the school year when application is made. Previously, the proposed regulations recommended that provisional licenses be issued one year from the contractual date of employment if the individual had not met testing requirements prescribed by the Board. However, the revised proposed regulations recommend that individuals must meet testing requirements in the first two years of the provisional license rather than the current three years.

#### **8VAC20-22-60. Designations on Licenses for Career Paths to Teaching**

- This section of the regulations will establish the following designations on licenses to reflect stages in the professional development of teachers and promote continuing growth and career paths as educators. Criteria and implementation of procedures will be set forth by the Virginia Department of Education. These designations will be processed as add-on endorsements. These designations will not apply to the Division Superintendent License, School Manager, International License, or the Pupil Personnel Services License.
  1. **Career Teacher:** This teacher designation will be issued on a renewable teaching license for individuals who have gained continuing contract status in Virginia.
  2. **Mentor Teacher:** This voluntary teacher designation will be issued on a renewable teaching license for individuals who have achieved the career teacher designation; received a recommendation for the designation from an employing Virginia school division superintendent or designee or accredited nonpublic school head; served at least three years as a mentor teacher in Virginia; documented responsibilities as a mentor; and completed a local or state mentor teacher training

program in accordance with the Board of Education requirements for mentor teachers.

3. **Teacher as Leader:** This voluntary teacher designation will be issued on a renewable teaching license for individuals who have achieved the career teacher designation; completed at least five years of successful, full-time teaching experience in a Virginia public school or accredited nonpublic school; received the recommendation from an employing Virginia school division superintendent or designee or accredited nonpublic school head; and completed one of the following:
  - a. National board certification or a nationally recognized certification program approved by the Board of Education and a recommendation from an employing Virginia school division superintendent or designee or accredited nonpublic school head and documentation in an approved Department of Education format verifying the individual's demonstrated skills and abilities as a school leader and direct contributions to school effectiveness and student achievement; or
  - b. A recommendation from an employing Virginia school division superintendent or designee or accredited nonpublic school head and documentation in an approved Department of Education format verifying the individual's demonstrated skills and abilities as a school leader and direct contributions to school effectiveness and student achievement.

#### **8VAC20-22-70. Additional endorsements.**

- An individual who holds a teaching license may add an additional endorsement to the license by passing a rigorous academic subject test prescribed by the Board of Education. This testing option does not apply to individuals who are seeking an early/primary prek-3 or elementary education prek-6 endorsement or who hold a technical professional license, vocational evaluator license (no longer issued), pupil personnel services license, a school manager, or division superintendent license.

#### **8VAC20-22-80. Deletion of an endorsement.**

- No substantive changes are proposed.

#### **8VAC20-22-90. Alternate routes to licensure.**

- Individuals seeking initial licensure through an alternate route may substitute experiential learning in lieu of coursework in accordance with criteria and procedures established by the Board of Education.

#### **8VAC20-22-100. Conditions for licensure for out-of-state candidates by reciprocity.**

- Licensure by reciprocity is provided for individuals who have obtained a valid out-of-state license (full credential without deficiencies) that is in force at the time the application for a Virginia license is received by the Department of Education. The individual must establish a file in the Department of Education by submitting a complete application packet, which shall include official student transcripts. An assessment of basic skills as provided in Section 22.1-298 of the *Code of Virginia* and service requirements shall not be imposed for these licensed individuals; however, other licensure assessments as prescribed by the Board of Education shall be required.
- The number of years of teaching experience to exempt an individual from all professional teacher's assessments has been increased from two to three years, and individuals also must hold a valid out-of-state license (full credential with no deficiencies) to be exempted. [Current regulations require two years of teaching experience and no out-of-state license.]

#### **8VAC20-22-110. Requirements for renewing a license.**

- Renewal activities must be based on an individualized professional development plan that includes ongoing, sustained, and high-quality professional development.
- Definitions of the renewal options have been incorporated in the regulations.
- Peer observation and educational travel have been eliminated as renewal options.

#### **8VAC20-22-120. Early/primary education, elementary education, and middle education endorsements.**

- No substantive revisions are proposed.

#### **8VAC20-22-130. Professional studies requirements.**

- Proposed coursework in professional studies is as follows: three-semester-hours in human growth and development, three-semester-hours in curriculum and instructional procedures, three semester hours in foundations of education, three semester hours in classroom and behavior management, and six semester hours in reading. Competencies in instructional design based on assessment data have been incorporated into the curriculum and instructional procedures and foundations of education coursework. The professional studies requirements may be taught in integrated coursework or modules.
- Professional studies competencies were revised to strengthen competencies for early childhood education.

- The number of hours of student teaching is proposed to remain as stipulated in the current regulations.

**8 VAC 20-22-140. Early Childhood for Three- and Four-Year-Olds (Add-on endorsement)**

- An add-on endorsement in Early Childhood for Three- and Four-Year Olds is proposed.
- The add-on endorsement to an elementary endorsement (such as prek-3 and prek-6) is not required to teach prek (three- and four-year olds), but the endorsement recognizes the candidate's additional preparation in early childhood.

**8VAC20-22-150. Early/primary education preK-3.**

- Additional computer technology coursework will not be required because teachers are required by the *Code of Virginia* to meet the Technology Standards for Instructional Personnel as established by the Board of Education.

**8VAC20-22-160. Elementary education preK-6.**

- Additional computer technology coursework will not be required because teachers are required by the *Code of Virginia* to meet the Technology Standards for Instructional Personnel as established by the Board of Education.

**8VAC20-22-170. Middle education 6-8.**

- The middle education 6-8 endorsement may be issued in at least one area of concentration. [Currently, two areas of concentration are required.]

**8VAC20-22-180. PreK-12 endorsements, special education, secondary grades 6-12 endorsements, and adult education.**

- No substantive revisions are proposed.

**8VAC20-22-190. Professional studies requirements.**

- Proposed coursework in professional studies is as follows: three-semester-hours in human growth and development, three-semester-hours in curriculum and instructional procedures, three semester hours in foundations of education, three semester hours in classroom and behavior management, and six semester hours in reading. Competencies in instructional design based on assessment data have been incorporated into the curriculum and instructional procedures and foundations of education coursework. The professional studies requirements may be taught in integrated coursework or modules.

- The number of hours of student teaching is proposed to remain as required in the current regulations.

**8VAC20-22-200. Adult education.**

- No substantive revisions are proposed.

**8VAC20-22-210. Adult English as a second language (add-on endorsement).**

- No substantive revisions are proposed.

**8VAC20-22-220. Career and technical education--agricultural education.**

- The name of the endorsement is proposed to be changed from Vocational education-agricultural education to Career and technical education--agricultural education.

**8VAC20-22-230. Career and technical education--business and information technology.**

- The name of the endorsement is proposed to be changed from Vocational education-business education to Career and technical education -- business and information technology.
- Endorsement requirements are proposed to be changed to reflect contemporary business terminology.

**8VAC20-22-240. Career and technical education--family and consumer sciences.**

- The name of the endorsement is proposed to be changed from Vocational education-work and family studies to Career and technical education--family and consumer sciences.

**8VAC20-22-250. Career and technical education--health and medical sciences.**

- The name of the endorsement is proposed to be changed from Vocational education-health occupations education to Career and technical education--health and medical sciences.

**8VAC20-22-260. Career and technical education--industrial cooperative training (add-on endorsement).**

- The name of the endorsement is proposed to be changed from Vocational education-industrial cooperative training to Career and technical education--industrial cooperative training.

**8VAC20-22-270. Career and technical education--marketing education.**

- The name of the endorsement is proposed to be changed from Vocational education-marketing education to Career and technical education--marketing education.

**8VAC20-22-280. Career and technical education--technology education.**

- The name of the endorsement is proposed to be changed from Vocational education-technology education to Career and technical education-technology education.

**8VAC20-22-290. Career and technical education--trade and industrial education.**

- The name of the endorsement is proposed to be changed from Vocational education-trade and industrial education to Career and technical education-trade and industrial education.

**8VAC20-22-300. Career and technical education--vocational special needs (add-on endorsement).**

- The name of the endorsement is proposed to be changed from Vocational education-vocational special needs to Career and technical education-vocational special needs.

**8VAC20-22-310. Computer science.**

- No substantive revisions are proposed.

**8VAC20-22-320. Dance arts prek-12.**

- The name of the endorsement is proposed to be changed from Dance prek-12 to Dance arts prek-12.

**8VAC20-22-330. Driver education (add-on endorsement).**

- The number of minimum hours of in-car instruction is proposed to be changed from 20 to 14 hours of actual behind-the-wheel supervised teaching experience and 2 hours of basic evasive maneuvers is proposed to be added.

**8VAC20-22-340. English.**

- The descriptor for the advanced composition course is proposed to be changed from “expository and technical writing” to “expository and informational writing.”

**8VAC20-22-350. English as a second language preK-12.**

- Currently six semester hours of electives are required for the endorsement. A revision is proposed to change the electives to 3 semester hours and designate the additional 3 semester hours to be taken in the teaching of reading.
- The following descriptor for the teaching of reading requirements is proposed to be added:

Teaching of reading (the courses must include the five areas of reading instruction: phonemic awareness, phonics, fluency, vocabulary and text comprehension as well as the similarities and differences between reading in a first language and reading in a second language; one course must address reading instruction to English language learners): 6 semester hours;

**8VAC20-22-360. Foreign language preK-12.**

- Native speakers or candidates who have learned a foreign language without formal academic credit in a college or university will have the option of achieving a qualifying score on a foreign language assessment in the appropriate language as prescribed by the Board of Education.

**Foreign language preK-12--Latin.**

- No substantive revisions are proposed.

**Foreign language preK-12--American Sign Language.**

- Native speakers or candidates who have learned American Sign Language without formal academic credit in a college or university will have the option of demonstrating proficiency by completing requirements of an assessment in American Sign Language prescribed by the Board of Education.

**8VAC20-22-370. Gifted education (add-on endorsement).**

- No substantive revisions are proposed.

**8VAC20-22-380. Health and physical education preK-12.**

- The health methods requirement is proposed to be changed from 6 semester hours to 3 semester hours. The health and physical education electives requirement is proposed to be changed to 9 semester hours.

**8VAC20-22-390. History and social sciences.**

- Based on public comment, the requirements in History and Social Sciences are not proposed to be changed from current regulations.

**8VAC20-22-400. Journalism (add-on endorsement).**

- No substantive revisions are proposed.

**8VAC20-22-410. Keyboarding (add-on endorsement).**

- The following underlined language is proposed to be added as a descriptor to the six semester hours in keyboarding requirement as follows:

Completion of 6 semester hours in keyboarding. Three of the hours must be from formal keyboarding instruction (or documented demonstrated mastery of the touch keyboarding skill), and three hours must include document formatting skills/word processing/computer applications).

**8VAC20-22-420. Library media preK-12.**

- No substantive revisions are proposed.

**8VAC20-22-430. Mathematics.**

- The following underlined language is proposed to be added to the descriptor for the algebra requirement:

Algebra --Experience shall include linear (matrices, vectors, and linear transformations) and abstract algebra (ring, group, and field theory). [A college or university may integrate the competencies within specified coursework and document the completion of these competencies];

**8VAC20-22-440. Mathematics--Algebra I (add-on endorsement).**

- Probability and statistics are required for the Algebra I endorsement.

**8VAC20-22-450. Music education--instrumental preK-12.**

- No substantive revisions are proposed.

**8VAC20-22-460. Music education--vocal/choral preK-12.**

- No substantive revisions are proposed.

**8VAC20-22-470. Science--biology.**

- No substantive revisions are proposed.

**8VAC20-22-480. Science--chemistry.**

- No substantive revisions are proposed.

**8VAC20-22-490. Science--Earth science.**

- Environmental science is proposed to be added as a major so that individuals with a major in environmental science can complete at least one course in each of the following: geology, oceanography, meteorology, and astronomy and meet the endorsement requirements.

**8VAC20-22-500. Science--physics.**

- No substantive revisions are proposed.

**8VAC20-22-510. Special education early childhood (birth-age 5).**

- The following underlined language is proposed to further describe the requirements: foundations and legal aspects of special education, assessment techniques for young children with disabling and at-risk condition

**8VAC20-22-520. Special education hearing impairments preK-12.**

- No substantive revisions are proposed.

**8VAC250-22-530. Special education – adapted curriculum K-12. and**

**8VAC20-22-540. Special education – general curriculum K-12.**

- The endorsements of special education-specific learning disabilities, special education-mental retardation, special education-emotional disturbances, and special education-severe disabilities are proposed to be eliminated. Endorsements in special education-adapted curriculum and special education-general curriculum are proposed to be established.

**Special Education: Speech-language pathology assistant preK-12.**

- The proposed speech-language pathology assistant endorsement is recommended to be removed from the regulations based on the analysis of public comment.

**8VAC20-22-550. Special education visual impairments preK-12.**

- No substantive revisions are proposed.

**8VAC20-22-560. Speech communication (add-on endorsement).**

- No substantive revisions are proposed.

**8VAC20-22-570. Theatre arts preK-12.**

- The descriptor for the requirement of “theatre history” is proposed to be changed to “cultural context and theatre history.”

**8VAC20-22-580. Visual arts preK-12.**

- The name of the endorsement is proposed to be changed from Art prek-12 to Visual arts prek-12.
- The requirement of the “History of art, aesthetics, and criticism” is proposed to be changed to “Cultural context and art history, judgment and criticism, and aesthetics.”

**8VAC20-22-590. Administration and supervision preK-12.**

- Two levels are proposed for the administration and supervision prek-12 endorsement. Level I is required to serve as a building-level administrator or central office supervisor, and Level II is an optional endorsement to which an experienced building-level administrator may aspire.
- Four options are proposed to become eligible for the administration and supervision endorsement:
  1. An approved program route to Level I administration and supervision prek-12 endorsement;
  2. An alternate route to Level I administration and supervision prek-12 endorsement that would be restricted to the recommending Virginia school division;
  3. An alternate route to Level I administration and supervision prek-12; and
  4. A route by holding an out-of-state administration and supervision endorsement.
- Three years of successful, full-time experience in a public school or accredited nonpublic school in an instructional personnel position that requires licensure in Virginia is required for options 1, 2, and 3 above. The school leaders licensure assessment is also required for these three options.
- Coursework for an alternate route to administration and supervision must be taken from a regionally accredited college or university with a state-approved program in administration and supervision.

- A building-level administrator, with the recommendation of an employing Virginia school division superintendent, may seek Level II endorsement in administration and supervision preK-12 after successfully serving as a building-level administrator for at least five years in an accredited school and successfully completing a formal induction program as a principal or assistant principal. In order to earn Level II endorsement, the candidate must meet two or more of criteria listed in the regulations as specified by the Board of Education.

**8VAC20-22-600. Division Superintendent License.**

- No substantive revisions are proposed.

**VAC 20-22-610. Mathematics specialist for elementary and middle education.**

- The mathematics specialist is proposed as a new endorsement.

**8VAC20-22-620. Reading specialist.**

- No substantive revisions are proposed.

**8VAC20-22-630. School counselor preK-12.**

- No substantive revisions are proposed.

**8VAC20-22-640. School Manager.**

- The school manager is proposed as a new license.

**8VAC20-22-650. School psychology.**

- No substantive revisions are proposed.

**8VAC20-22-660. School social worker.**

- No revisions are proposed for the school social worker endorsement. Please note that the visiting teacher endorsement is proposed to be discontinued.

**8VAC20-22-670. Special education speech-language disorders preK-12.**

- The endorsement requirements are proposed to be located under the pupil personnel services area of the regulations.

**8VAC20-22-680. Vocational evaluator.**

- No substantive revisions are proposed.

#### **8VAC20-22-690. Revocation.**

- The following information has been proposed as a technical amendment to the regulations as a reason for revocation:

Knowingly and willfully with the intent to compromise the outcome of an athletic competition procures, sells, or administers anabolic steroids or causes such drugs to be procured, sold, or administered to a student who is a member of a school athletic team, or fails to report the use of such drugs by a student to the school principal and division superintendent as required by Section 22.1-279.3:1 of the *Code of Virginia*. Any person whose administrative or teaching license is suspended or revoked by the Board pursuant to this section shall be ineligible for three school years for employment in the public schools of the Commonwealth;

- Revisions are proposed to clarify process and comply with statutory requirements.

#### **8VAC20-22-700. Cancellation.**

- Revisions are proposed to clarify process and comply with statutory requirements.

#### **8VAC20-22-710. Suspension.**

- The following information has been proposed as a technical amendment to the regulations as a reason for suspension:

Knowingly and willfully with the intent to compromise the outcome of an athletic competition procures, sells, or administers anabolic steroids or causes such drugs to be procured, sold, or administered to a student who is a member of a school athletic team, or fails to report the use of such drugs by a student to the school principal and division superintendent as required by Section 22.1-279.3:1 of the *Code of Virginia*. Any person whose administrative or teaching license is suspended or revoked by the Board pursuant to this section shall be ineligible for three school years for employment in the public schools of the Commonwealth;

- Revisions are proposed to clarify process and comply with statutory requirements.

#### **8VAC20-22-720. Denial.**

- Revisions are proposed to clarify process and comply with statutory requirements.

#### **8VAC20-22-730. Right to counsel and transcript.**

- Revisions are proposed to clarify process and comply with statutory requirements.

**8VAC20-22-740. Action by the State Superintendent of Public Instruction and the Board of Education.**

- The following underlined language is proposed to be added:

The State Superintendent of Public Instruction is authorized to approve the issuance of licenses for individuals who have misdemeanor convictions related to drugs based on a review of the cases. No individual would be denied a license without a hearing of the Board of Education.

- Revisions are proposed to clarify process and comply with statutory requirements.

**8VAC20-22-750. Right of license holder to appear at hearing.**

- Revisions are proposed to clarify process and comply with statutory requirements.

**8VAC20-22-760. Notification.**

- Revisions are proposed to clarify process and comply with statutory requirements.

CHAPTER 22.

LICENSURE REGULATIONS FOR SCHOOL PERSONNEL.

PART I.

DEFINITIONS.

**8 VAC 20-22-10. Definitions.**

The following words and terms when used in this chapter shall have the meanings indicated unless the context clearly implies otherwise:

"Accredited institution" means an institution of higher education accredited by a regional accrediting agency recognized by the United States Department of Education.

"Alternate route to licensure" means a nontraditional route to licensure available to individuals who meet the criteria specified in 8 VAC 20-22-90.

"Approved program" means a professional education program recognized as meeting state standards for the content and operation of such programs so graduates of the program will be eligible for state licensure. The Board of Education has the authority to approve programs in Virginia.

"Cancellation" means the ~~[withdrawal annulment, voiding, or invalidation]~~ of a teaching license following ~~[the voluntary return surrender]~~ of the license by the license holder.

"Certified provider" means a provider certified by the Department of Education to provide preparation and training for applicants seeking the Provisional License specified in 8 VAC 20-22-90.

"Collegiate Professional License" means a five-year, renewable license available to an individual who has satisfied all requirements for licensure, including the professional teacher's assessments prescribed by the Board of Education.

---

---

"Content area coursework" means courses at the undergraduate level (i.e., two-year or four-year institution) or at the graduate level that will not duplicate previous courses taken in the humanities, history and social sciences, the sciences, mathematics, health and physical education, and the fine arts. These courses are usually available through the college or department of arts or sciences.

"Denial" means the refusal to grant a teaching license to a new applicant or to an applicant who is reapplying after the expiration of a license.

"Division Superintendent License" means a five-year, renewable license available to an individual who has completed an earned master's degree from an accredited institution of higher education and meets the requirements specified in 8 VAC 20-22-600. The individual's name must be listed on the Board of Education's list of eligible division superintendents.

"Experiential learning" means a process of applying for an initial license through the alternate route as prescribed by the Board of Education and meeting the criteria specified in 8 VAC 20-22-90 E to be eligible to request experiential learning credits in lieu of the coursework for the endorsement (teaching) content area.

"International Educator License" means a three-year cultural exchange opportunity for Virginia students and international teachers. The International Educator License is a professional, teaching license issued for no more than three years to an exchange educator with citizenship in a nation other than the United States of America, and employed as an educator in a Virginia public or accredited nonpublic school, to teach for up to three consecutive years.

"Licensure by reciprocity" means a process used to issue a license to an individual coming into Virginia from another state when that individual meets certain conditions specified in the Board of Education regulations.

"Local Eligibility License" means a **license [issued pursuant to Virginia Code Section 22.1-299.3 established by the Virginia General Assembly issued]** to an individual by a local school board based on specified criteria set forth by ~~the~~ that section. ~~Code of Virginia.]~~ The Local Eligibility License shall not be issued in the federal core teaching areas or special education. The license is valid for three years and is not transferable to another school division. The Local Eligibility License is a nonrenewable credential and is not reciprocal with other states.

"Mentor" means a classroom teacher hired by the local school division who has achieved continuing contract status or other instructional personnel including retired teachers who meet[s] local mentor selection criteria. The mentor should work in the same building as the beginning teacher or be instructional personnel who is assigned solely as a mentor. A mentor should be assigned a limited number of teachers at any time. Instructional personnel who are not assigned solely as mentors should not be assigned to more than four teachers at any time. Mentors guide teachers in the program through demonstrations, observations, and consultations.

"Postgraduate Professional License" means a five-year, renewable license available to an individual who has qualified for the Collegiate Professional License and who holds an appropriate earned graduate degree from **a[n regionally accredited]** accredited institution.

"Professional teacher's assessment" means those tests or other requirements mandated for licensure as prescribed by the Board of Education.

"Provisional License" means a nonrenewable license valid for a period not to exceed three years issued to an individual who has allowable deficiencies for full licensure as set forth in these regulations. The individual must have a minimum of an undergraduate degree from **a[n regionally accredited]** college or university (with the exception of those individuals seeking the Technical Professional License). The Provisional License, with the exception of those individuals seeking licensure through a career switcher program [who will be issued a one-year Provisional License], will be issued for three years if all testing requirements prescribed by the Board of Education have been completed. If the individual

has not met testing requirements prescribed by the Board of Education, the license will be issued for ~~[one two-years (July 1 to June 30) from the contractual date of employment.]~~ during which time the individual must complete all testing requirements. The license may be extended for one year [July 1 to June 30)] upon the completion of all testing requirements. Individuals must complete all requirements for a renewable license within the validity period of the license. ~~[Upon meeting the testing requirements in the first year of the license, the license may be extended for two years. Individuals must complete the requirements for the regular, five-year license within the validity period of the license.]~~

"Pupil Personnel Services License" means a five-year, renewable license available to an individual who has earned an appropriate graduate degree from a~~n~~ regionally accredited institution with an endorsement for guidance counselor, school psychologist, school social worker, special education, speech-language disorder preK-12, or vocational evaluator. This license does not require teaching experience.

"Renewable license" means a license issued by the Board of Education for five years to an individual who meets the requirements specified in the Board of Education regulations.

"Revocation" means the ~~[withdrawal annulment by recalling, repealing, or rescinding]~~ of a teaching license.

"Suspension" means the temporary withdrawal of a teaching license.

"Technical Professional License" means a five-year, renewable license available to an individual who has graduated from an accredited high school (or possesses a General Education Development Certificate); has exhibited academic proficiency, technical competency, and occupational experience; and meets the requirements specified in 8 VAC 20-22-50.

PART II.

ADMINISTERING THE REGULATIONS.

**8 VAC 20-22-20. Administering the regulations.**

A. In administering this chapter, modifications may be made in exceptional cases by the Superintendent of Public Instruction. Proposed modifications shall be made in writing to the Superintendent of Public Instruction, Commonwealth of Virginia, Virginia Department of Education, P.O. Box 2120, Richmond, Virginia 23218-2120.

B. In administering these regulations, competencies required for endorsement areas are outlined in the Regulations Governing the Review and Approval of Education Programs in Virginia (8 VAC 20-542). This document should be referenced for detailed information regarding coursework content for endorsements. Individuals must complete the semester hours required for endorsement areas or the equivalent that must be documented and receive approval by the Department of Education.

PART III.

LICENSURE.

**8 VAC 20-22-30. Purpose and responsibility for licensure.**

The primary purpose for licensing teachers and other school personnel is to maintain standards of professional competence. The responsibility for licensure is set forth in § 22.1-298.1 of the Code of Virginia, which states that the Board of Education shall prescribe by regulation the requirements for licensure of teachers.

**8 VAC 20-22-40. Conditions for licensure.**

A. Applicants for licensure must:

1. Be at least 18 years of age;
2. Pay the appropriate fees as determined by the Board of Education and complete the application process;

3. Have earned a baccalaureate degree (with the exception of the Technical Professional License) from a regionally accredited institution of higher education and meet requirements for the license sought. Persons seeking initial licensure who graduate from Virginia institutions of higher education shall only be licensed as instructional personnel by the Board of Education if the endorsement areas offered at such institutions have been assessed by a national accrediting agency or by a state approval process with final approval by the Board of Education; and

4. Possess good moral character (free of conditions outlined in Part VII (8 VAC 20-22-690 et seq.) of this chapter.

B. All candidates who hold at least a baccalaureate degree and who seek an initial Virginia teaching license must obtain passing scores on professional teacher's assessments prescribed by the Board of Education. With the exception of the career switcher program that requires assessments as prerequisites, individuals must complete the professional teacher's assessments within **[the two-year validity of the initial provisional license. one year of the contractual date of employment.]** Candidates seeking a Technical Professional License **[,the International License, School Manager License]** or the Pupil Personnel Services License are not required to take the professional teacher's assessments. Individuals who hold a valid out-of-state license (full credential with no deficiencies) and who have completed a minimum of three years of full-time, successful teaching experience in a public or accredited nonpublic school (kindergarten through grade 12) in a state other than Virginia are exempted from the professional teacher's assessment requirements.

C. All individuals seeking an initial endorsement in early/primary education preK-3, elementary education preK-6, special education-general curriculum, special education-hearing disorders, special education-visual impairments and individuals seeking an endorsement as a reading specialist must obtain passing scores on a reading instructional assessment prescribed by the Board of Education.

D. Licensure by reciprocity is set forth in 8 VAC 20-22-100. A school leader's assessment prescribed by the Board of Education must be met for all individuals who are seeking an

initial endorsement authorizing them to serve as principals and assistant principals in the public schools. Individuals seeking an initial administration and supervision endorsement who are interested in serving as central office instructional personnel are not required to take and pass the school leaders assessment prescribed by the Board of Education.

Individuals seeking initial licensure must demonstrate proficiency in the use of educational technology for instruction, complete study in child abuse recognition and intervention in accordance with curriculum guidelines developed by the Board of Education in consultation with the Department of Social Services, and receive professional development in instructional methods tailored to promote student academic progress and effective preparation for the Standards of Learning end-of-course and end-of-grade assessments.

#### **8 VAC 20-22-50. Types of licenses; dating of licenses.**

The following types of licenses are available:

1. Provisional License. The Provisional License is a nonrenewable license valid for a period not to exceed three years issued to an individual who has allowable deficiencies for full licensure as set forth in these regulations. The individual must have a minimum of an undergraduate degree from a [a regionally] accredited college or university (with the exception of those individuals seeking the Technical Professional License). The Provisional License, with the exception of those individuals seeking licensure through a career switcher program, will be issued for three years if all testing requirements prescribed by the Board of Education have been completed. If the individual has not met testing requirements prescribed by the Board of Education, the license will be issued for ~~one~~ **one [two years from the contractual date of employment]**. Upon meeting the testing requirements in the ~~first~~ **first [second] year of the license, the license may be extended for [two one years]**. Individuals must complete the requirements for the regular, five-year license within the validity period of the provisional license.

2. Collegiate Professional License. The Collegiate Professional License is a five-year, renewable license available to an individual who has satisfied all requirements for licensure, including an earned undergraduate degree from a regionally accredited

college or university and the professional teacher's assessments prescribed by the Board of Education.

3. Postgraduate Professional License. The Postgraduate Professional License is a five-year, renewable license available to an individual who has qualified for the Collegiate Professional License and who holds an appropriate earned graduate degree from a[n regionally] accredited college or university.

4. Technical Professional License. The Technical Professional License is a five-year, renewable license available to a person who has graduated from an accredited high school (or possesses a General Education Development Certificate); has exhibited academic proficiency, skills in literacy and communication, technical competency, and occupational experience; and has completed nine semester hours of specialized professional studies credit from a[n regionally accredited] or university. The nine semester hours of professional studies coursework must include human growth and development (three semester hours), curriculum and instructional procedures (three semester hours), and applications of instructional technology or classroom [and behavior] management (three semester hours). The Technical Professional License is issued at the recommendation of an employing educational agency in the areas of career and technical education, educational technology, and military science. Individuals seeking military science must have the appropriate credentials issued by the United States military. In addition to demonstrating competency in the endorsement area sought, the individual must:

- a. Hold a license issued by the appropriate Virginia board for those program areas requiring a license and a minimum of two years of satisfactory experience at the journeyman level or an equivalent;
- b. Have completed a registered apprenticeship program and two years of satisfactory experience at the journeyman level or an equivalent level in the trade; or
- c. Have four years of work experience at the management or supervisory level or equivalent or have a combination of four years of training and work experience at the management or supervisory level or equivalent.

Individuals holding the Technical Professional License who seek the Collegiate Professional or Postgraduate Professional License must meet the professional teacher's assessments requirement.

5. School Manager License. The school manager license is [a five-year, renewable license] intended to provide for the differentiation of administrative responsibilities in a school setting. A school manager is licensed to administer noninstructional responsibilities in an educational setting. For example, a school manager is restricted from evaluating teachers, supervising instruction, developing and evaluating curriculum, and serving as a school's student disciplinarian. The license is available to a candidate who holds a baccalaureate degree from a regionally accredited college or university; has three years [of] successful managerial experience; and is recommended for the license by a Virginia school division superintendent.

6. Pupil Personnel Services License. The Pupil Personnel Services License is a five-year, renewable license available to an individual who has earned an appropriate graduate degree from a[n regionally accredited] or university with an endorsement for guidance counselor, school psychologist, school social worker, special education, speech-language disorders preK-12, or vocational evaluator. This license does not require teaching experience.

7. Division Superintendent License. The Division Superintendent License is a five-year, renewable license available to an individual who has completed an earned master's degree from a[n regionally accredited] or university and meets the requirements specified in 8 VAC 20-22-600. The individual's name must be listed on the Board of Education's list of eligible division superintendents.

8. International Educator License. The International Educator License provides a three-year cultural exchange opportunity for Virginia students and international teachers. The International Educator License is a professional, teaching license issued for no more

than three years to an exchange educator with citizenship in a nation other than the United States of America, and employed as an educator in a Virginia public or accredited nonpublic school, to teach for up to three consecutive years. **[This license does not require professional teacher's assessments; however, the individual will be subject to assessment requirements if seeks a five-year renewable license.]** To be issued the International Educator License an individual must:

- a. Be employed by a Virginia public or accredited nonpublic school;
- b. Hold non-U.S. citizenship and be a nonpermanent resident;
- c. Serve as an exchange teacher for a time period not to exceed three consecutive years; and
- d. Meet the following requirements as verified by a state-approved, federally-designated Exchange Visitor Program (22 CFR Part 62):
  - (1) Be proficient in written and spoken English;
  - (2) Demonstrate competence in the appropriate academic subject area(s);
  - (3) Hold the U.S. equivalent of a baccalaureate degree or higher as determined by an approved credential agency; and
  - (4) Hold U.S. or foreign educator credentials and completed at least one year of successful teaching experience that:
    - (a) Enables the educator to fulfill a similar assignment in his home country; or
    - (b) Is comparable to those requirements for Virginia teachers.

9. Local Eligibility License. The Local Eligibility License, established by the Virginia General Assembly, is a valid, three-year nonrenewable license issued by a local school board to an individual who has met specified criteria set forth in § 22.1-299.3 of the Code of Virginia. The Local Eligibility License shall not be issued in the federal core teaching areas or special education. The license is not transferable to another division. The Local Eligibility License is a nonrenewable credential and is not reciprocal with other states.

All licenses will be effective from July 1 in the school year in which the application is made ~~[except for the Provisional License when an individual needs to meet assessment requirements prescribed by the Board of Education. The Provisional License, with the exception of individuals in a career switcher program, will be dated one year from the contractual date of employment in a Virginia public or accredited nonpublic school if the individual has not met testing requirements prescribed by the Board of Education.]~~ A Virginia employing education division or agency is required to notify employees in writing at the time of employment of the need to meet appropriate assessment requirements for licensure ~~[within a year from the contractual date of employment.]~~

**8 VAC 20-22-60. Designations on licenses for career paths to teaching.**

A. Designations on licenses will reflect stages in the professional development of teachers and promote continuing growth and career paths as educators. Criteria and implementation of procedures will be set forth by the Virginia Department of Education.

B. Teaching licenses may be issued with one of the following designations **[and the designation will be processed as an add-on endorsement.]** These designations will not apply to the Division Superintendent License, [School Manager License, International License], or the Pupil Personnel Services License.

1. Career Teacher: This teacher designation will be issued on a renewable teaching license for individuals who have gained continuing contract status in Virginia.

2. Mentor Teacher: This voluntary teacher designation will be issued on a renewable teaching license for individuals who have achieved the career teacher designation, received a recommendation for the designation from an employing Virginia school division superintendent or designee or accredited nonpublic school head, served at least three years as a mentor teacher in Virginia, documented responsibilities as a mentor, and completed a local or state mentor teacher training program in accordance with the Board of Education requirements for mentor teachers.

3. Teacher as Leader: This voluntary teacher designation will be issued on a renewable teaching license for individuals who have achieved the career teacher designation;

completed at least five years of successful, full-time teaching experience in a Virginia public school or accredited nonpublic school; received the recommendation from an employing Virginia school division superintendent or designee or accredited nonpublic school head; and completed one of the following:

- a. National board certification or a nationally recognized certification program approved by the Board of Education and [a recommendation from an employing Virginia school division superintendent or designee or accredited nonpublic school head and documentation in an approved Department of Education format verifying the individual's demonstrated skills and abilities as a school leader and direct contributions to school effectiveness and student achievement; **[demonstrated skills and abilities as a school leader as verified by a Virginia school division superintendent or designee or accredited nonpublic school head;]** or
- b. A recommendation from an employing Virginia school division superintendent or designee or accredited nonpublic school head and documentation in an approved Department of Education format verifying the individual's demonstrated skills and abilities as a school leader and direct contributions to school effectiveness and student achievement.

**8 VAC 20-22-70. Additional endorsements.**

A. An individual who holds a teaching license may add an additional endorsement to the license by passing a rigorous academic subject test prescribed by the Board of Education. This testing option does not apply to individuals who are seeking an early/primary preK-3 or elementary education preK-6 endorsement or who hold a technical professional license, vocational evaluator license, pupil personnel services license, **[school manager license]**, or division superintendent license.

B. One or more endorsements may be added to a license provided specific endorsement requirements have been met. Written requests may be made by the licensed professional and should be directed to the Virginia employing educational agency or college or university. If the request is not acted upon by the local educational agency or college or university within 30 days or is disputed, the license holder may make a written request for

an additional endorsement directly to the Office of Professional Licensure, Virginia Department of Education. Written requests should be submitted by January 15 to be in effect by July 1 of the same year.

**8 VAC 20-22-80. Deletion of an endorsement.**

An endorsement may be deleted from a license at the request of the licensed professional. Written requests are made by the licensed professional and should be directed to the employing educational agency. If the request is not acted upon by the local educational agency within 30 days, or is disputed, the license holder may make a written request for the deletion of an endorsement directly to the Office of Professional Licensure, Virginia Department of Education. Written requests should be submitted by January 15 to be in effect on July 1 of that year. Individuals who wish to add an endorsement that has been deleted must meet requirements for that endorsement at the time it is requested.

**8 VAC 20-22-90. Alternate routes to licensure.**

A. Career switcher alternate route to licensure for career professions. An alternate route is available to career switchers who seek teaching endorsements preK through grade 12 with the exception of special education.

1. An individual seeking a Provisional License through the career switcher program must meet the following prerequisite requirements:

- a. An application process;
- b. A baccalaureate degree from a regionally accredited college or university;
- c. The completion of requirements for an endorsement in a teaching area or the equivalent through verifiable experience or academic study;
- d. At least five years of full-time work experience or its equivalent; and
- e. Virginia qualifying scores on the professional teacher's assessments as prescribed by the Board of Education.

2. The Provisional License is awarded at the end of Level I preparation. All components of the career switcher alternate route for career professions must be completed by the candidate.

3. The Level I requirements must be completed during the course of a single year and may be offered through a variety of delivery systems, including distance learning programs. If an employing agency recommends extending the Provisional License for a second year, the candidate will enter Level III of the program. Career switcher programs must be certified by the Virginia Department of Education.

a. Level I preparation. Intensive Level I preparation includes a minimum of 180 clock hours of instruction, including field experience. This phase includes, but is not limited to, curriculum and instruction, including technology, reading, and other specific course content relating to the Standards of Learning, differentiation of instruction, classroom/behavior management, instructional design based on assessment data, and human growth and development.

b. Level II preparation during first year of employment.

(1) Candidate seeks employment in Virginia with the one-year Provisional License.

(2) Continued Level II preparation during the first year of employment with a minimum of five seminars that expand the intensive preparation requirements listed in subdivision 3 a of this subsection. The five seminars will include a minimum of 20 cumulative instructional hours. A variety of instructional delivery techniques will be utilized to implement the seminars.

(3) One year of successful, full-time teaching experience in a Virginia public or accredited nonpublic school under a one-year Provisional License. A trained mentor must be assigned to assist the candidate during the first year of employment.

Responsibilities of the mentor include, but are not limited to, the following:

(a) Collaborate with the beginning teacher in the development and implementation of an individualized professional development plan;

(b) Observe, assess, coach, and provide opportunities for constructive feedback, including strategies for self-reflection;

(c) Share resources and materials;

(d) Share best instructional, assessment, and organizational practices; classroom [and behavior] management strategies; and techniques for promoting effective communication; and

(e) Provide general support and direction regarding school policies and procedures.

(4) Upon completion of Levels I and II of the career switcher alternate route to licensure program and submission of a recommendation from the Virginia educational employing agency, the candidate will be eligible to apply for a five-year, renewable license. Renewal requirements for the regular license will be subject to current regulations of the Board of Education.

c. Level III preparation, if required.

(1) Post preparation, if required, will be conducted by the Virginia employing educational agency to address the areas where improvement is needed as identified in the candidate's professional improvement plan; and

(2) Upon completion of Levels I, II, and III of the career switcher alternate route to licensure program and submission of a recommendation from the Virginia educational employing agency, the candidate will be eligible to receive a five-year renewable license.

4. Verification of program completion will be documented by the certified program provider and the division superintendent or designee.

5. Certified providers implementing a career switcher program may charge a fee for participation in the program.

B. An alternate route is available to individuals employed by an educational agency who seek teaching endorsements preK through grade 12. If the individual has not met testing requirements prescribed by the Board of Education, the Provisional License will be issued

for [two years. ~~one year from the contractual date of employment~~]. Upon meeting the testing requirements [~~in the first~~ by the end of the second] year of the license, the license may be extended for [one ~~two~~] year[s]. Individuals must complete the requirements for the regular, five-year license within the validity period of the license.

1. An individual seeking a license through this alternate route must have met the following requirements:

a. Are entering the teaching field through the alternate route to licensure upon the recommendation of the Virginia employing educational agency;

b. Hold a baccalaureate degree from a regionally accredited college or university with the exception of individuals seeking the Technical Professional License;

c. Have met requirements for the endorsement area; and

d. Need to complete an allowable portion of professional studies and licensure requirements.

2. The professional studies requirements for the appropriate level of endorsement sought must be completed. A Virginia educational agency may submit to the Superintendent of Public Instruction for approval an alternate program to meet the professional studies requirements. The alternate program must include training (seminar, internship, coursework, etc.) in human growth and development, curriculum and instructional procedures (including technology), instructional design based on assessment data, classroom [and behavior] management, [foundations of education], and reading.

3. One year of successful, full-time teaching experience in the appropriate teaching area in a Virginia public or accredited nonpublic school must be completed. A fully licensed experienced teacher must be available in the school building to assist the beginning teacher employed through the alternate route.

C. Alternate route in special education. The Provisional License is a nonrenewable teaching license issued to an individual employed as a special education teacher in a public school or a nonpublic special education school in Virginia who does not hold the

appropriate special education endorsement. This alternate route to special education is not applicable to individuals employed as speech pathologists. The Provisional License will be initially issued for three years if all testing requirements prescribed by the Board of Education have been completed. If the individual has not met testing requirements prescribed by the Board of Education, the license will be issued for [two years ~~one year from the contractual date of employment~~]; upon meeting the testing requirements **[in the first year of the license by the end of the second year of the license]**, the license may be extended for [two one] year[s]. Individuals must complete the requirements for the regular, five-year license within the validity period of the license. To be issued the Provisional License through this alternate route, an individual must:

1. Be employed by a Virginia public or nonpublic school as a special educator and have the recommendation of the employing educational agency;
2. Hold a baccalaureate degree from [an **regionally**] accredited college or university;
3. Have an assigned mentor endorsed in special education; and
4. Have a planned program of study in the assigned endorsement area, make progress toward meeting the endorsement requirements each of the three years of the license, and have completed coursework in the competencies of foundations for educating students with disabilities and an understanding and application of the legal aspects and regulatory requirements associated with identification, education, and evaluation of students with disabilities. A survey course integrating these competencies would satisfy this requirement. The Provisional License through this alternate route shall not be issued without the completion of these prerequisites.

D. Alternate programs at institutions of higher education or Virginia school divisions. Alternate programs developed by institutions of higher education (i) recognize the unique strengths of prospective teachers from nontraditional backgrounds and (ii) prepare these individuals to meet the same standards that are established for others who are granted a license through an alternate route.

E. Experiential learning. Individuals applying for an initial license through the alternate route as prescribed by the Board of Education must meet the following criteria to be eligible to request experiential learning credits in lieu of the coursework for the endorsement (teaching) content area:

1. Hold a baccalaureate degree from a regionally accredited college or university;
2. Have at least five years of documented full-time work experience that may include specialized training related to the endorsement sought; and
3. Have met the qualifying score on the content knowledge assessment prescribed by the Board of Education.

The criteria do not apply to teachers of special education and elementary education (preK-3 and preK-6); however, in administering this chapter, modifications may be made in exceptional cases by the Superintendent of Public Instruction or designee.

**8 VAC 20-22-100. Conditions for licensure for out-of-state candidates by reciprocity.**

A. An individual coming into Virginia from any state may qualify for a Virginia teaching license with comparable endorsement areas if the individual has completed a state-approved teacher preparation program through a regionally accredited four-year college or university, or if the individual holds a valid out-of-state teaching license [(full credential without deficiencies)] that must be in force at the time the application for a Virginia license is made. An individual seeking licensure must establish a file in the Department of Education by submitting a complete application packet, which includes official student transcripts. Professional teacher's assessments prescribed by the Board of Education must be satisfied.

B. An individual coming into Virginia will qualify for a Virginia teaching license with comparable endorsement areas if the individual holds national certification from the National Board for Professional Teaching Standards (NBPTS) or a nationally recognized certification program approved by the Board of Education.

C. Licensure by reciprocity is provided for individuals who have obtained a valid out-of-state license (full credential without deficiencies) that is in force at the time the application for a Virginia license is received by the Department of Education. The individual must establish a file in the Department of Education by submitting a complete application packet, which shall include official student transcripts. [Unless exempted by the criteria in 8 VAC 20-22-100.D., licensure assessments prescribed by the Board of Education shall be required. ~~An assessment of basic skills as provided in § 22.1-298.1 of the Code of Virginia and service requirements shall not be imposed for these licensed individuals; however, other licensure assessments as prescribed by the Board of Education shall be required.~~

D. Individuals who hold a valid out-of-state license (full credential without deficiencies) and who have completed a minimum of three years of full-time, successful teaching experience in a public or accredited nonpublic school (kindergarten through grade 12) in a state other than Virginia are exempted from the professional teacher's assessment requirements.

**8 VAC 20-22-110. Requirements for renewing a license.**

A. The Division Superintendent, Postgraduate Professional, Collegiate Professional, Technical Professional, [and] Pupil Personnel Services Licenses[, and School Manager Licenses] may be renewed upon the completion of 180 professional development points within a five-year validity period based on an individualized professional development plan that includes ongoing, sustained, and high-quality professional development.

B. Virginia public school divisions and public education agencies must report annually to the Department of Education that instructional personnel have completed high quality professional development each year as set forth by the Virginia Department of Education.

C. Professional development points may be accrued by the completion of professional development activities to improve and increase instructional personnel's knowledge of the academic subjects the teachers teach or the area assigned from one or more of the following eight options.

1. College credit. Acceptable coursework offers content that provides new information and is offered on-campus, off-campus, or through extension by any regionally accredited two- or four-year college or university. College coursework must develop further experiences in subject content taught, teaching strategies, uses of technologies, leadership, and other essential elements in teaching to high standards and increasing student learning. At least 90 points for each five-year renewal shall be in the content area(s) currently being taught if the license holder does not hold a graduate degree. Instructional personnel must complete coursework to improve and increase the knowledge of the academic subjects or endorsement areas in which they are assigned.

2. Professional conference. A professional conference is a workshop, institute, or seminar of four or more hours that contributes to ongoing, sustained, and high-quality professional development.

3. Curriculum development. Curriculum development is a group activity in which the license holder contributes to the improvement of the curriculum of a school, a school division, or an education institution in the teaching area assigned. This includes the alignment of curriculum frameworks, instructional materials, and assessments to provide a system with clear expectations of what is to be taught and learned.

4. Publication of article. The article must contribute to the education profession or to the body of knowledge of the license holder's teaching area or instructional position. Grant reports that present the results of educational research are acceptable provided the license holder had an active role in planning, analyzing, interpreting, demonstrating, disseminating, or evaluating the study or innovation. The article must be published in a recognized professional journal.

5. Publication of book. Books must be published for purchase and must contribute to the education profession or to the body of knowledge of the license holder's teaching area or instructional position. The published book must increase the field of content knowledge, planning and assessment for evaluating and providing students with feedback that encourages student progress and measures student achievement, instruction, safety and learning environment, communication and community relations

working with students, parents, and members of the community to promote broad support for student learning. Points will not be awarded for books self-published.

6. Mentorship. Mentoring is the process by which an experienced professional, who has received mentorship training, provides assistance to one or more persons for the purpose of improving their performance. Assistance may involve role modeling, direct instruction, demonstration, observation with feedback, developing of plans, and consultation to promote instructional excellence and increased student achievement. Mentoring may include the supervision of a field experience of a preservice student teacher or an intern in an approved teacher/principal preparation program, as well as mentoring as part of the induction process for a beginning teacher or a first-year administrator. Individuals serving in this role and submitting documentation for license renewal based on the mentorship option shall receive training as a mentor prior to the assignment and at least once during the five-year renewal cycle.

7. Educational project. Educational projects must be planned, focused projects based on high standards of teaching and learning. Projects must result in a written report or other tangible product. Projects must contribute to the education profession or to the body of knowledge of the license holder's teaching area or instructional position. A project could include participation in new professional responsibilities, such as leading a school improvement initiative.

8. Professional development activity. Professional development activities must focus on student learning and achievement, schoolwide educational improvement, leadership, subject content, teaching strategies, and use of technologies and other essential elements in teaching to high standards. Activities must be planned, rigorous, systematic, and promote continuous inquiry and reflection. Local employing educational agencies are encouraged to design professional development activities that are conducted in school settings and linked to student learning and achievement.

D. A minimum of 90 points (three semester hours in a content area) at the undergraduate (two-year or four-year institution) or graduate level in the license holder's endorsement areas shall be required of license holders without a master's degree and may be satisfied at

the undergraduate (two-year or four-year institution) or graduate level. Special education coursework designed to assist classroom teachers and other school personnel in working with students with disabilities, a course in gifted education, a course in educational technology, or a course in English as a second language may be completed to satisfy the content course requirement for one cycle of the renewal process. Professional development activities designed to support the Virginia Standards of Learning, Standards of Accreditation, and Assessments may be accepted in lieu of the content course for one renewal cycle. The substance of the activities must clearly support these initiatives and address one or more of the following areas: (i) new content knowledge to implement the Virginia Standards of Learning; (ii) curriculum development initiative designed to translate the standards from standards to classroom objectives; (iii) teaching beginning reading skills including phonemic awareness and the structure of language (phonics); (iv) staff development activities in assessment to assist classroom teachers in the utilization of test results to improve classroom instruction; and (v) professional development designed to implement the technology standards in the schools. Technical Professional License holders without baccalaureate degrees may satisfy the requirement through career and technical education workshops, career and technical education institutes, or through undergraduate coursework at two-year or four-year institutions.

E. Content area courses are courses at the undergraduate level (two-year or four-year institution) or at the graduate level that will not duplicate previous courses taken in the humanities, history and social sciences, the sciences, mathematics, health and physical education, and the fine arts. These courses are usually available through the college or department of arts and sciences. License holders with elementary education, middle education, special education, or reading endorsements must satisfy the 90-point requirement through reading coursework or content coursework in one of the areas listed above. Courses available through ~~the a~~ **regionally** accredited college's or institution's department of education may be used to satisfy the content requirement for those license holders with endorsements in health and physical education, career and technical education, and library science education.

F. With prior approval of the division superintendent, the 90 points in a content area also may be satisfied through coursework taken to obtain a new teaching endorsement or coursework taken because of a particular need of a particular teacher.

G. The remaining 90 points may be accrued by activities drawn from one or more of the eight renewal options. Renewal work is designed to provide licensed personnel with opportunities for professional development relative to the grade levels or teaching fields to which they are assigned or for which they seek an added endorsement. Such professional development encompasses (i) responsible remediation of any area of an individual's knowledge or skills that **fail[s]** to meet the standards of competency and (ii) responsible efforts to increase the individual's knowledge of new developments in his field and to respond to new curricular demands within the person's area of professional competence.

H. The proposed work toward renewal in certain options must be approved in advance by the chief executive officer or designee of the employing educational agency. Persons who are not employed by an educational agency may renew or reinstate their license by submitting to the Office of Professional Licensure, Department of Education, their individualized renewal record and verification of points, including official student transcripts of coursework taken at an accredited two-year or four-year college or university.

I. Accrual of professional development points shall be determined by criteria set forth by the Virginia Department of Education.

J. Persons seeking license renewal as teachers must demonstrate proficiency in the use of educational technology for instruction.

K. Virginia school divisions and nonpublic schools will recommend renewal of licenses using the renewal point system. The renewal recommendation must include verification of demonstrated proficiency in the use of educational technology for instruction.

L. Training in instructional methods tailored to promote academic progress and effective preparation for the Standards of Learning tests and end-of-grade assessments is required for licensure renewal.

M. [If they have not already met the requirement] [Pp]ersons seeking licensure renewal as teachers ~~[for the first time after such date]~~ must complete study in child abuse recognition and intervention in accordance with curriculum guidelines developed by the Board of Education in consultation with the Department of Social Services that are relevant to the specific teacher licensure routes.

#### PART IV.

##### LICENSURE REGULATIONS GOVERNING EARLY/PRIMARY EDUCATION, ELEMENTARY EDUCATION, AND MIDDLE EDUCATION ENDORSEMENTS.

##### **8 VAC 20-22-120. Early/primary education, elementary education, and middle education endorsements.**

Individuals seeking licensure with endorsements in early/primary education, elementary education, and middle education may meet requirements through the completion of an approved program or, if employed by a Virginia public or nonpublic school, through the alternate route to licensure. Components of the licensure program include a degree from ~~a~~**a regionally accredited** or university in the liberal arts and sciences (or equivalent), professional teacher's assessments requirement prescribed by the Board of Education, specific endorsement requirements, and professional studies requirements.

##### **8 VAC 20-22-130. Professional studies requirements.**

Professional studies requirements for early/primary education, elementary education, and middle education: 18 semester hours. These requirements may be taught in integrated coursework or modules.

1. Human growth and development (birth through adolescence): 3 semester hours. Skills in this area shall contribute to an understanding of the physical, social, emotional, and intellectual development of children and the ability to use this understanding in guiding learning experiences **[and relating meaningfully to students]**. The interaction of children with individual differences – economic, social, racial, ethnic, religious, physical, and mental – should be incorporated to include skills contributing to an

understanding of developmental disabilities and developmental issues related to but not limited to attention deficit disorders, gifted education including the use of multiple criteria to identify gifted students, substance abuse, child abuse, and family disruptions.

2. Curriculum and instructional procedures: 3 semester hours.

a. Early/primary education preK-3 or elementary education preK-6 curriculum and instructional procedures: 3 semester hours. Skills in this area shall contribute to an understanding of the principles of learning; the application of skills in discipline-specific methodology; communication processes; selection and use of materials, including media and computers; **[selection, development and use of appropriate curricula, methodologies, and materials that support and enhance student learning and reflect the research on unique, age-appropriate, and culturally relevant curriculum and pedagogy; and]** evaluation of pupil performance[; and the relationships among assessment, instruction, and monitoring student progress to include student performance measures in grading practices, the ability to construct and interpret valid assessments using a variety of formats in order to measure student attainment of essential skills in a standards-based environment, and the ability to analyze assessment data to make decisions about how to improve instruction and student performance.] The teaching methods, including for gifted and talented students and those students with disabling conditions, must be appropriate for the level of endorsement (preK-3 or preK-6) and be tailored to promote student academic progress and effective preparation for the Standards of Learning assessments. Study in methods of improving communication between schools and families, ways of increasing family involvement in student learning at home and in school, ~~[and]~~ the Standards of Learning[; and **Foundation Blocks for Early Learning**] shall be included. [Early childhood educators must understand the role of families in child development and in relation to teaching educational skills. They must demonstrate knowledge and skills in communicating with families regarding the social and instructional needs of children. Early childhood educators must understand the role of the informal and play-mediated settings for promoting students' skills and

development and must demonstrate knowledge and skill in interacting in such situations to promote specific learning outcomes as reflected in Virginia's Foundation Blocks for Early Learning.] Demonstrated proficiency in the use of educational technology for instruction shall be included. Persons seeking initial licensure as teachers and persons seeking licensure renewal as teachers for the first time shall complete study in child abuse recognition and intervention in accordance with curriculum guidelines developed by the Board of Education in consultation with the Department of Social Services that are relevant to the specific teacher licensure routes. Pre-student teaching experiences (field experiences) should be evident within these skills.

b. Middle education 6-8 curriculum and instructional procedures: 3 semester hours. Skills in this area shall contribute to an understanding of the principles of learning; the application of skills in discipline-specific methodology; communication processes, selection and use of materials, including media and computers; ~~and~~ evaluation of pupil performance[; and the relationships among assessment, instruction, and monitoring student progress to include student performance measures in grading practices, the ability to construct and interpret valid assessments using a variety of formats in order to measure student attainment of essential skills in a standards-based environment, and the ability to analyze assessment data to make decisions about how to improve instruction and student performance.] The teaching methods, including for gifted and talented students and students with disabling conditions, must be appropriate for the middle education endorsement and be tailored to promote student academic progress and effective preparation for the Standards of Learning assessments. Study in methods of improving communication between schools and families, ways of increasing family involvement in student learning at home and in school, and the Standards of Learning shall be included. Demonstrated proficiency in the use of educational technology for instruction shall be included. Persons seeking initial licensure as teachers and persons seeking licensure renewal as teachers for the first time shall complete study in child abuse recognition and intervention in accordance with curriculum guidelines developed by the Board of

Education in consultation with the Department of Social Services that are relevant to the specific teacher licensure routes. Pre-student teaching experiences (field experiences) should be evident within these skills.

~~[3. Instructional design based on assessment data: 3 semester hours. Skills in this area shall contribute to an understanding of the relationship among assessment, instruction, and monitoring student progress to include student performance measures in grading practices, the ability to construct and interpret valid assessments using a variety of formats in order to measure student attainment of essential skills in a standards-based environment, and the ability to analyze assessment data to make decisions about how to improve instruction and student performance.]~~

4[3]. Classroom [and behavior] management: 3 semester hours. Skills in this area shall contribute to an understanding and application of classroom [and behavior] management techniques, [classroom community building,] and individual interventions, including techniques that promote emotional well-being and teach and maintain behavioral conduct and skills consistent with norms, standards, and rules of the educational environment. This area shall address diverse approaches based upon behavioral, cognitive, affective, social and ecological theory and practice. [Approaches should support professionally appropriate practices that promote positive redirection of behavior, development of social skills, and of self discipline. The link between classroom management and students' ages must be understood and demonstrated in techniques used in the classroom.]

[4. Foundations of education: 3 semester hours. Skills in this area shall be designed to develop an understanding of the historical, philosophical, and sociological foundations underlying the role, development and organization of public education in the United States. Attention must be given to the legal status of teachers and students, including federal and state laws and regulations, school as an organization/culture, and contemporary issues in education. The historical, philosophical, and sociological foundations of the instructional design based on assessment data (the relationships among assessment, instruction, and monitoring

**student progress to include student performance measures in grading practices, the ability to construct and interpret valid assessments using a variety of formats in order to measure student attainment of essential skills in a standards-based environment, and the ability to analyze assessment data to make decisions about how to improve instruction and student performance) must be addressed.]**

5. Reading: 6 semester hours.

a. Early/primary preK-3 and elementary education preK-6 – language acquisition and reading: 6 semester hours.

Skills listed for these endorsement areas represent the minimum competencies that a beginning teacher must be able to demonstrate. These skills are not intended to limit the scope of a beginning teacher's program. Additional knowledge and skills that add to a beginning teacher's competencies to deliver instruction and improve student achievement should be included as part of a quality learning experience.

Skills in this area shall be designed to impart a thorough understanding of the complex nature of language acquisition and reading, to include phonemic awareness, concept of print, phonics, fluency, vocabulary development, and comprehension strategies.

Additional skills shall include proficiency, in writing strategies, as well as the ability to foster appreciation of a variety of literature and independent reading.

**[Knowledge of typical language development, components and sequence of literacy development, and the connection between language development and literacy must be evident in coursework. Knowledge and skills in specific methods by which adults elicit and foster the components of language development must be included.]**

b. Middle education – language acquisition: 3 semester hours and reading in the content areas: 3 semester hours. Skills in this area shall be designed to impart an understanding of comprehension skills in all content areas, including a repertoire of questioning strategies, summarizing and retelling skills, and strategies in literal,

interpretive, critical, and evaluative comprehension, as well as the ability to foster appreciation of a variety of literature and independent reading.

6. Supervised classroom experience. The student teaching experience should provide for the prospective teacher to be in classrooms full time for a minimum of ~~[500 300]~~**300** clock hours (including pre- and post-clinical experiences) with at least ~~[300 150]~~**150** clock hours spent supervised in direct teaching activities (providing direct instruction) at the level of endorsement. One year of successful full-time teaching experience in the endorsement area in a public or accredited nonpublic school may be accepted in lieu of the supervised teaching experience. A fully licensed, experienced teacher must be available in the school building to assist a beginning teacher employed through the alternate route.

**[8 VAC 20-22-140. Early Childhood for Three- and Four-Year-Olds (Add-on endorsement)**

**Endorsement requirements. The candidate must have:**

- 1. A Virginia teaching license with an endorsement in elementary education (such as prek-3 or prek-6);**
- 2. Completed 9 semester hours of graduate-level coursework in early childhood education; and**
- 3. Completed a supervised practicum of at least 45 instructional hours in a preschool setting (three- and four-year olds) in a public school, an accredited nonpublic school, or another program approved by the Virginia Board of Education. One year of successful, full-time teaching experience in an public or accredited nonpublic school may be accepted in lieu of the practicum.**
- 4. The add-on endorsement to an elementary endorsement (that includes prek) is not required to teach prek (three- and four-year olds), but the endorsement recognizes the candidate's additional preparation in early childhood.]**

**8 VAC 20-22-[140 150]. Early/primary education preK-3.**

Endorsement requirements.

1. The candidate must have graduated from an approved teacher preparation program in early/primary education preK-3; or
2. The candidate for the early/primary education preK-3 endorsement must have a degree from ~~a~~**a regionally accredited** or university in the liberal arts and sciences (or equivalent) and completed coursework that covers the early/primary education preK-3 competencies and fulfills the following 48 semester-hour requirements:
  - a. English (must include composition, oral communication, and literature): 12 semester hours;
  - b. Mathematics: 9 semester hours;
  - c. Science (including a laboratory course): 9 semester hours (in at least two science disciplines);
  - d. History (must include American history and world history): 6 semester hours;
  - e. Social science (must include geography and economics): 6 semester hours; and
  - f. Arts and humanities: 6 semester hours.

**8 VAC 20-22-~~150~~ 160]. Elementary education preK-6.**

Endorsement requirements.

1. The candidate shall have graduated from an approved teacher preparation program in elementary education preK-6; or
2. The candidate for the elementary education preK-6 endorsement must have a bachelor's degree or higher from a regionally accredited college or university majoring in the liberal arts and sciences (or equivalent) and fulfill the following 57 semester-hour requirements:
  - a. English (must include composition, oral communication, and literature): 12 semester hours;
  - b. Mathematics: 12 semester hours;

c. Science (including a laboratory course): 12 semester hours in at least two science disciplines;

d. History (must include American history and world history): 9 semester hours;

e. Social science (must include geography and economics): 6 semester hours; and

f. Arts and humanities: 6 semester hours.

**8 VAC 20-22-[160 170]. Middle education 6-8.**

Endorsement requirements.

1. The candidate must have graduated from an approved teacher preparation discipline-specific program in middle education 6-8 with at least one area of academic preparation from the areas of English, mathematics, science, and history and social sciences; or

2. An applicant seeking the middle education 6-8 endorsement must have earned a degree from a ~~an~~ regionally accredited university in the liberal arts and sciences (or equivalent); and completed a minimum of 21 semester hours in at least one area of academic preparation (concentration) that will be listed on the license; and completed minimum requirements for those areas (English, mathematics, science, and history and social sciences) in which the individual is not seeking an area of academic preparation.

The applicant will be restricted to teaching only in the area(s) of concentration listed on the teaching license.

a. English. English concentration (must include coursework in language, e.g., history, structure, grammar, literature, advanced composition, and interpersonal communication or speech): 21 semester hours.

b. Mathematics. Mathematics concentration (must include coursework in algebra, geometry, probability and statistics, and applications of mathematics): 21 semester hours.

c. Science. Science concentration (must include courses in each of the following: biology, chemistry, physics, and Earth and space science; a laboratory course is required in two of the four areas): 21 semester hours.

d. History and social sciences. History and social sciences concentration (must include a course in American history, world history, economics, American government (including state and local government), and geography: 21 semester hours.

## PART V.

### LICENSURE REGULATIONS GOVERNING PREK-12 ENDORSEMENTS, SPECIAL EDUCATION, SECONDARY GRADES 6-12 ENDORSEMENTS, AND ADULT EDUCATION.

#### **8 VAC 20-22-[170 180]. PreK-12 endorsements, special education, secondary grades 6-12 endorsements, and adult education.**

Individuals seeking licensure with preK-12 endorsements, special education, secondary grades 6-12 endorsements, or adult education may meet requirements through the completion of an approved program or, if employed by a Virginia public or nonpublic school, through the alternate route to licensure. Components of the licensure program include a degree from a[n **regionally accredited**] or university in the liberal arts and sciences (or equivalent), professional teacher's assessment requirements prescribed by the Board of Education, specific endorsement requirements, and professional studies requirements.

#### **8 VAC 20-22-[180 190]. Professional studies requirements.**

Professional studies requirements for adult education, preK-12 endorsements, special education, and secondary grades 6-12 endorsements: 15 semester hours. These requirements may be taught in integrated coursework or modules.

1. Human growth and development (birth through adolescence): 3 semester hours. Skills in this area shall contribute to an understanding of the physical, social, emotional, and intellectual development of children and the ability to use this understanding in guiding learning experiences. The interaction of children with individual differences –

economic, social, racial, ethnic, religious, physical, and mental – should be incorporated to include skills contributing to an understanding of developmental disabilities and developmental issues related to but not limited to attention deficit disorders, gifted education including the use of multiple criteria to identify gifted students, substance abuse, child abuse, and family disruptions.

2. Curriculum and instructional procedures: 3 semester hours. Skills in this area shall contribute to an understanding of the principles of learning; the application of skills in discipline-specific methodology; communication processes; selection and use of materials, including media and computers; ~~[and]~~ evaluation of pupil performance~~]; and~~ **the relationships among assessment, instruction, and monitoring student progress to include student performance measures in grading practices, the ability to construct and interpret valid assessments using a variety of formats in order to measure student attainment of essential skills in a standards-based environment, and the ability to analyze assessment data to make decisions about how to improve instruction and student performance.** Teaching methods appropriate for exceptional students, including gifted and talented and those with disabling conditions, and appropriate for the level of endorsement sought shall be included. Teaching methods shall be tailored to promote student academic progress and effective preparation for the Standards of Learning assessments. Methods of improving communication between schools and families and ways of increasing family involvement in student learning at home and in school and the Standards of Learning shall be included. Demonstrated proficiency in the use of educational technology for instruction shall be included. Persons seeking initial licensure as teachers and persons seeking licensure renewal as teachers for the first time shall complete study in child abuse recognition and intervention in accordance with curriculum guidelines developed by the Board of Education in consultation with the Department of Social Services that are relevant to the specific teacher licensure routes. Curriculum and instructional procedures for secondary grades 6-12 endorsements must include middle and secondary education. Pre-student teaching experiences (field experiences) should be evident within these skills. For preK-12, field experiences must be at the elementary, middle, and secondary levels.

~~[3. Instructional design based on assessment data: 3 semester hours. Skills in this area shall contribute to an understanding of the relationship among assessment, instruction, and monitoring student progress to include student performance measures in grading practices, the ability to construct and interpret valid assessments using a variety of formats in order to measure student attainment of essential skills in a standards-based environment, and the ability to analyze assessment data to make decisions about how to improve instruction and student performance.]~~

**4[3]. Classroom [and behavior] management:** 3 semester hours. Skills in this area shall contribute to an understanding and application of classroom **[and behavior]** management techniques and individual interventions, including techniques that promote emotional well-being and teach and maintain behavioral conduct and skills consistent with norms, standards, and rules of the educational environment. This area shall address diverse approaches based upon behavioral, cognitive, affective, social and ecological theory and practice.

**[4. Foundations of education: 3 semester hours. Skills in this area shall be designed to develop an understanding of the historical, philosophical, and sociological foundations underlying the role, development and organization of public education in the United States. Attention must be given to the legal status of teachers and students, including federal and state laws and regulations, school as an organization/culture, and contemporary issues in education. The historical, philosophical, and sociological foundations of the instructional design based on assessment data (the relationships among assessment, instruction, and monitoring student progress to include student performance measures in grading practices, the ability to construct and interpret valid assessments using a variety of formats in order to measure student attainment of essential skills in a standards-based environment, and the ability to analyze assessment data to make decisions about how to improve instruction and student performance) must be addressed.]**

5. Reading.

a. Adult education, preK-12, and secondary grades 6-12 – reading in the content area: 3 semester hours. Skills in this area shall be designed to impart an understanding of comprehension skills in all content areas, including a repertoire of questioning strategies, summarizing and retelling skills, and strategies in literal, interpretive, critical, and evaluative comprehension, as well as the ability to foster appreciation of a variety of literature and independent reading.

b. Special education – Language acquisition and reading: 6 semester hours.

Skills listed for these endorsement areas represent the minimum competencies that a beginning teacher must be able to demonstrate. These skills are not intended to limit the scope of a beginning teacher's program. Additional knowledge and skills that add to a beginning teacher's competencies to deliver instruction and improve student achievement should be included as part of a quality learning experience.

Skills in this area shall be designed to impart a thorough understanding of the complex nature of language acquisition and reading, to include phonemic awareness, concept of print, phonics, fluency, vocabulary development, and comprehension strategies.

Additional skills shall include proficiency, in writing strategies, as well as the ability to foster appreciation of a variety of literature and independent reading.

6. Supervised classroom experience. The student teaching experience should provide for the prospective teacher to be in classrooms full time for a minimum of [500 300] clock hours (including pre- and post-clinical experiences) with at least [300 150] clock hours spent supervised in direct teaching activities (providing direct instruction) in the endorsement area sought. If a preK-12 endorsement is sought, teaching activities must be at the elementary and middle or secondary levels. Individuals seeking the endorsement in library media must complete the supervised experience in a school library media setting. Individuals seeking an endorsement in an area of special education must complete the supervised classroom experience requirement in the area of special education for which the endorsement is sought. One year of successful full-time teaching experience in the endorsement area in a public or accredited nonpublic school may be accepted in lieu of the supervised teaching experience. A fully licensed,

experienced teacher must be available in the school building to assist a beginning teacher employed through the alternate route.

**8 VAC 20-22-[190 200]. Adult education.**

Endorsement requirements. The candidate must have:

1. A baccalaureate degree from a[~~n~~ regionally accredited] or university or hold a Collegiate Professional License; and
2. A minimum of 15 semester hours in adult education that must include the following competencies and one semester of supervised successful full-time (or an equivalent number of hours of part-time experience) teaching of adults:
  - a. Understanding of the nature or psychology of the adult learner or adult development;
  - b. Understanding of the knowledge, skills, and processes needed for the selection, evaluation, and instructional applications of the methods and materials for adult basic skills including:
    - (1) Curriculum development in adult basic education or GED instruction;
    - (2) Beginning reading for adults;
    - (3) Beginning mathematics for adults;
    - (4) Reading comprehension for adult education;
    - (5) Foundations of adult education; and
    - (6) Other adult basic skills instruction.

Individuals not holding a Collegiate Professional License or a Postgraduate Professional License must meet the professional teacher's assessment requirements prescribed by the Board of Education.

**8 VAC 20-22-[200 210]. Adult English as a second language (add-on endorsement).**

Endorsement requirements. The candidate must have:

1. Graduated from an approved teacher preparation program in adult English as a second language; or

2. A baccalaureate degree and an endorsement in a teaching area and completed 21 semester hours of coursework distributed in the following areas:

a. Methods for teaching English as a second language to adults: 3 semester hours;

b. English linguistics: 3 semester hours;

c. Cross-cultural education: 3 semester hours;

d. Modern foreign language: 3 semester hours; and

e. Electives from the following areas: 6 semester hours

(1) Cross-cultural communication;

(2) Second language acquisition;

(3) General linguistics;

(4) Teaching reading to adults;

(5) Adult English as a second language instruction;

(6) Adult English as a second language curriculum development.

**8 VAC 20-22-[210 220]. Career and technical education – agricultural education.**

A. Endorsement requirements. The candidate must have:

1. Graduated from an approved teacher preparation program in agricultural education; or

2. Completed a major in agricultural education or 39 semester hours of coursework in agriculture, including at least three semester hours in each of the following:

a. Plant science;

b. Animal science;

c. Agricultural mechanics;

d. Agricultural economics and management;

e. Forestry/wildlife management; and

f. Horticulture.

B. Technical Professional License. An endorsement in horticulture or agricultural machinery may be granted to individuals who have:

1. Been recommended by an employing Virginia educational agency;
2. Completed four years of occupational experience in the area sought; and
3. Completed professional studies requirements (human growth and development: 3 semester hours; curriculum and instructional procedures in career and technical education: 3 semester hours; and applications of instructional technology or classroom [and behavior] management: 3 semester hours).

**8 VAC 20-22-[220 230]. Career and technical education – business and information technology.**

A. Endorsement requirements. The candidate must have:

1. Graduated from an approved teacher preparation program in business and information technology; or
2. Completed 39 hours of coursework in business and information technology, including:
  - a. Accounting: 6 semester hours;
  - b. Economics: 3 semester hours;
  - c. Business law, business principles, management, marketing, or finance: 9 semester hours;
  - d. Communications: 3 semester hours;
  - e. Information systems and technology to include computer software applications (word processing, spreadsheet, database, and presentation) information technology fundamentals, database management, programming, and networking: 12 semester hours;

f. Input technologies to include touch keyboarding (required), speech recognition, handwriting recognition, Personal Digital Assistants (PDAs) and other held-held devices, touch screen or mouse, scanning, and other emerging input technologies: 3 semester hours; and

g. Supervised business experience: 3 semester hours.

B. Technical Professional License. An endorsement in a specialized business and information technology area, such as networking, administration, communications systems, programming, database management, Internet application development, medical office procedures, legal office procedures, network administration and other emerging highly specialized areas may be granted to individuals who have:

1. Been recommended by an employing Virginia educational agency;
2. Completed two years of occupational experience in the endorsement area sought;
3. Completed a business program equivalent to a two-year associate degree in the area sought; and
4. Completed professional studies requirements (human growth and development: 3 semester hours; curriculum and instructional procedures in career and technical education: 3 semester hours; and applications of instructional technology or classroom [and behavior] management: 3 semester hours).

**8 VAC 20-22-[230 240]. Career and technical education – family and consumer sciences.**

A. Endorsement requirements. The candidate must have:

1. Graduated from an approved teacher preparation program in family and consumer sciences; or
2. Completed 39 semester hours of coursework distributed in the following areas:
  - a. Development of individual and family: 9 semester hours;
  - b. Management, family finance, and consumer economics: 6 semester hours;

c. Food and nutrition: 6 semester hours;

d. Housing, home furnishing, and equipment: 6 semester hours;

e. Clothing and textiles: 3 semester hours;

f. Health: 3 semester hours;

g. Occupational program management: 3 semester hours; and

h. Documented work experience related to family and consumer sciences: 3 semester hours.

B. Technical Professional License. An endorsement in a specialized family and consumer sciences area, such as child care occupations, consumer services, family and human services, fashion design occupations, food occupations, hospitality occupations, interior design occupations, and home furnishings occupations, and home and institutional services, may be granted to individuals who have:

1. Been recommended by an employing Virginia educational agency;

2. A license or are certified as a professional practitioner in the area in which one is to be teaching, if applicable, or demonstrate competency in the specialized area of family and consumer sciences;

3. In the area of occupational experience, evidence of at least two years or 4,000 clock hours of satisfactory occupational experience within the past five years in the teaching specialty for which they are seeking endorsement.

4. Completed professional studies requirements (human growth and development: 3 semester hours; curriculum and instructional procedures in career and technical education: 3 semester hours; and applications of instructional technology or classroom [and behavior] management: 3 semester hours).

**8 VAC 20-22-[240 250]. Career and technical education – health and medical sciences.**

A. Endorsement requirements. The candidate must have:

1. Graduated from an approved program of study for the preparation of health care professionals;
2. A license or be certified as a professional practitioner in the area in which one is to be teaching; and
3. Completed two years of occupational experience in an area related to the area to be taught.

B. Technical Professional License. An endorsement in a specialized health occupations area may be granted to individuals who have:

1. Been recommended by an employing Virginia educational agency;
2. A license or be certified as a professional practitioner in the area in which one is to be teaching;
3. Completed two years of occupational experience in the area sought;
4. Completed a health occupations' certificate or associate degree program; and
5. Completed professional studies requirements (human growth and development: 3 semester hours; curriculum and instructional procedures in career and technical education: 3 semester hours; and applications of instructional technology or classroom [and behavior] management: 3 semester hours.

**8 VAC 20-22-[250 260]. Career and technical education – industrial cooperative training (add-on endorsement).**

Endorsement requirements.

1. The candidate must have graduated from an approved teacher preparation program in industrial cooperative training (ICT); or
2. The candidate must have:
  - a. A Virginia Collegiate Professional or Postgraduate Professional License;
  - b. Completed two years or more of successful, full-time teaching experience;

c. Completed 15 semester hours in trade and industrial education coursework distributed in the following areas:

(1) Administration and coordination of ICT or equivalent cooperative education course;

(2) Methods and development of competency-based related instructional materials for ICT and implementation of a competency-based (CBE) curriculum;

(3) Vocational student organizations; and

(4) Development and utilization of directly related occupational materials; and

d. In the area of occupational experience, evidence of a minimum of two years or 4,000 hours of acceptable employment in a trade, technical, or industrial education subject area.

**8 VAC 20-22-[260 270]. Career and technical education – marketing education.**

A. Endorsement requirements. The candidate must have:

1. Graduated from an approved teacher preparation program in marketing education; or

2. Completed the following educational and occupational requirements:

a. A major in marketing or 30 semester hours of coursework distributed in the following areas: marketing process and management, economics, merchandising and operations, advertising/sales promotion, personal selling, marketing math, communication theory and techniques, business ethics, human resources/training and development, international business/marketing, and marketing technology; and

b. Supervised marketing internship: 3 semester hours or one year of successful work experience in the field of marketing.

B. Technical Professional License. An endorsement in a specialized marketing area, such as apparel and accessories, financial services, hotel/motel operations, international marketing, real estate, or restaurant, may be granted to individuals who have:

1. Been recommended by an employing Virginia educational agency;

2. A license or are certified as a professional practitioner in the area in which one is to be teaching;
3. Completed a registered apprenticeship program and two years of satisfactory experience at the journeyman level or an equivalent level in the trade;
4. Completed four years of work experience at the management or supervisory level or equivalent or have a combination of four years of training and work experience at the management or supervisory level or equivalent; and
5. Completed professional studies requirements (human growth and development: 3 semester hours; curriculum and instructional procedures in career and technical education: 3 semester hours; and applications of instructional technology or classroom [and behavior] management: 3 semester hours)

**8 VAC 20-22-[270 280]. Career and technical education – technology education.**

Endorsement requirements. The candidate must have:

1. Graduated from an approved teacher preparation program in technology education;
2. Completed a major in technology education or 39 semester hours in technology education distributed in the following areas:
  - a. Technology and culture (experiences shall include the historical development of technology and its present and future impact on the individual, society and the environment): 6 semester hours;
  - b. Technological foundations (experiences shall include technical design and illustration, energy and power, electronics, and materials science): 12 semester hours;
  - c. Technological processes (experiences shall include technical design, material processing, manufacturing, construction, and graphic communication): 12 semester hours; and
  - d. Technological systems (experiences shall include communication, production, and transportation systems): 9 semester hours; or

3. Earned a baccalaureate degree from a ~~an~~ regionally accredited] or university with a major in one of the following fields of study: architecture, design, engineering, industrial technology, or physics; and completed 12 semester hours of technology education content coursework, including at least 3 semester hours in each of the following areas: technology and culture, technological foundations, technological processes, and technological systems.

**8 VAC 20-22-[280 290]. Career and technical education – trade and industrial education.**

A. Endorsement requirements.

1. The candidate must have graduated from an approved teacher preparation program in the trade and industrial education program subject area for which the candidate is seeking endorsement; or

2. A candidate who has graduated from an approved teacher preparation program that is not in the trade and industrial education program subject area for which the candidate is seeking endorsement must have:

a. A current state licensure or industry certification based upon the prescribed standard or examination, if applicable; and

b. Evidence of at least two years or 4,000 clock hours of satisfactory occupational experience within the past five years in the teaching specialty for which they are seeking endorsement. A candidate whose occupational experience has not been within the last five years must participate in a supervised technical update related to the teaching specialty or area of endorsement or complete a supervised internship of work experience of not less than six weeks related to the area of endorsement or teaching specialty.

B. Technical Professional License. An endorsement in a specialized trade and industrial education area will be granted to individuals who have:

1. Been recommended by an employing Virginia educational agency;

2. A license or are certified as a professional practitioner in the area in which one is to be teaching, if applicable, or can demonstrate competency in the area of trade and industrial education one is to be teaching;

3. Evidence of at least two years or 4,000 clock hours of satisfactory occupational experience within the past five years in the teaching specialty for which they are seeking endorsement. Candidates whose occupational experience has not been within the last five years must participate in a supervised technical update related to the teaching specialty or area of endorsement or complete a supervised internship of work experience of not less than six weeks related to the area of endorsement or teaching specialty; and

4. Completed professional studies requirements (human growth and development: 3 semester hours; curriculum and instructional procedures in career and technical education: 3 semester hours; and applications of instructional technology or classroom [and behavior] management: 3 semester hours).

C. Add-on endorsement requirements. A candidate must:

1. Hold a Collegiate Professional or Postgraduate Professional License with a teaching endorsement;

2. Demonstrate competency in the trade or technology to be taught;

3. Hold licensure for the trade or industrial area for which endorsement is sought based upon the prescribed standard or examination;

4. Have completed two years or 4,000 clock hours of satisfactory, full-time employment experience at the journeyman level or an equivalent level in the occupation within the last five years. Candidates whose occupational experience has not been within the last five years must participate in a supervised technical update related to the teaching specialty or area of endorsement or complete a supervised internship of work experience of not less than six weeks related to the area of endorsement or teaching specialty; and

5. Have completed 3 semester hours in curriculum and instructional procedures specific to vocational industrial education.

**8 VAC 20-22-~~[290 300]~~. Career and technical education – vocational special needs (add-on endorsement).**

Endorsement requirements:

1. The candidate must have graduated from an approved teacher preparation program in vocational special needs; or

2. The candidate must have:

a. A baccalaureate degree with an endorsement in one area of career and technical education or special education preK-12;

b. Twelve semester hours distributed in the following areas:

(1) Overview of vocational special needs programs and services: 3 semester hours;

(2) Instructional methods, curriculum and resources: 3 semester hours;

(3) Career/life planning, transitioning, occupational information, and delivery of cooperative education programs: 3 semester hours; and

(4) Purposes and practices and characteristics of special populations: 3 semester hours; and

c. Evidence of at least two years or 4,000 clock hours of satisfactory occupational experience in business or industry, or both, or complete a work experience internship under the supervision of an institution of higher education.

**8 VAC 20-22-~~[300 310]~~. Computer science.**

A. Endorsement requirements. The candidate must have:

1. Graduated from an approved teacher preparation program in computer science; or

2. Completed 36 semester hours of coursework to include each of the following areas:

a. Mathematics;

b. Statistics;

c. Data structures and algorithm analysis;

- d. Introduction to computer systems;
- e. Application of computer technology; and
- f. Programming.

B. Add-on endorsement requirements in computer science. The candidate must have:

- 1. A baccalaureate degree and an endorsement in a teaching area; and
- 2. Completed 18 semester hours of coursework to include each of the following areas:
  - a. Data structures and algorithm analysis;
  - b. Programming;
  - c. Introduction to computer systems;
  - d. Application of computer technology; and
  - e. Computer science.

**8 VAC 20-22-[310 320]. Dance arts preK-12.**

A. Endorsement requirements. The candidate must have:

- 1. Graduated from an approved teacher preparation program in dance arts; or
- 2. Completed a major in dance arts or 24 semester hours with course distribution in the following areas:
  - a. Development of movement language: 9 semester hours.
    - (1) A course in each area – ballet, folk, jazz, and modern dance: 6 semester hours;  
and
    - (2) Area of concentration in one area – ballet, folk, jazz, or modern dance beyond the entry level: 3 semester hours;
  - b. Composition, improvisation, and dance arts production (may include stage lighting, stage costuming, or stage makeup): 3 semester hours;

c. Scientific foundations, including human anatomy, kinesiology, and injury prevention and care for dance arts: 9 semester hours; and

d. Cultural understanding, including cultural context and dance history: 3 semester hours.

B. Add-on endorsement requirements in dance arts. The candidate must have:

1. A baccalaureate degree and an endorsement in a teaching area; and

2. Completed 15 semester hours of coursework in the following areas:

a. Development of movement language: 9 semester hours.

(1) A course in each area – ballet, folk, jazz, and modern: 6 semester hours; and

(2) Area of concentration in one area – ballet, folk, jazz, or modern beyond the entry level: 3 semester hours;

b. Composition, improvisation, and dance arts production (may include stage lighting, stage costuming, or stage makeup): 3 semester hours; and

c. Cultural understanding, including cultural context and dance history: 3 semester hours.

**8 VAC 20-22-[320 330]. Driver education (add-on endorsement).**

Endorsement requirements. The candidate must have:

1. Completed an approved teacher preparation program in driver education; or

2. Completed 6 semester hours of coursework distributed in the following areas:

a. Driver Task Analysis: 3 semester hours; and

b. Principles and methodologies of classroom and in-car instruction, including a minimum of 14 hours of actual behind-the-wheel supervised teaching experience and 2 hours of basic evasive maneuvers: 3 semester hours.

**8 VAC 20-22-[330 340]. English.**

Endorsement requirements. The candidate must have:

1. Graduated from an approved teacher preparation program in English; or
2. Completed a major in English or a minimum of 36 semester hours of coursework distributed in the following areas:
  - a. Literature: 12 semester hours. Courses must include:
    - (1) Survey of British literature;
    - (2) Survey of American literature;
    - (3) World literature; and
    - (4) Literary theory/criticism.
  - b. Language: 6 semester hours. Experiences shall include:
    - (1) The development and nature of the English language, including some attention to comparative English grammar; and
    - (2) A grammar course integrating grammar and writing.
  - c. Composition: 6 semester hours. Experiences shall include:
    - (1) The teaching of writing, based on current knowledge and most effective practices, including the use of technology for this purpose; and
    - (2) An advanced composition course – expository and informational writing.
  - d. Oral language: 3 semester hours. Experiences shall include the teaching of oral language in groups, as well as attention to oral language as used in both formal and informal presentations.
  - e. Electives from the areas listed above: 9 semester hours.

**8 VAC 20-22-[340 350]. English as a second language preK-12.**

Endorsement requirements. The candidate must have:

1. Graduated from an approved teacher preparation program in English as a second language; or
2. Completed 24 semester hours of coursework distributed in the following areas:

- a. Teaching of reading (the courses must include the five areas of reading instruction: phonemic awareness, phonics, fluency, vocabulary and text comprehension as well as the similarities and differences between reading in a first language and reading in a second language; one course must address reading instruction to English language learners): 6 semester hours;
- b. English linguistics (including phonology, morphology, syntax of English): 3 semester hours;
- c. Cross-cultural education: 3 semester hours;
- d. Modern foreign languages (if an applicant's primary language is other than English, all 6 hours must be in English): 6 semester hours;
- e. Electives in second language acquisition, general linguistics, applied linguistics, psycholinguistics, sociolinguistics, ESL assessment, or ESL curriculum development: 3 semester hours; and
- f. Methods of teaching English as a second language at the elementary and secondary levels: 3 semester hours.

**8 VAC 20-22-[350 360]. Foreign language preK-12.**

A. The specific language of the endorsement will be noted on the license.

B. Foreign language preK-12 – languages other than Latin. Endorsement requirements:

- 1. The candidate must have (i) graduated from an approved teacher preparation program in a foreign language; or (ii) completed 30 semester hours above the intermediate level in the foreign language. (Endorsement in a second language may be obtained with 24 semester hours of coursework above the intermediate level.) The program shall include (i) courses in advanced grammar and composition, conversation, culture and civilization, and literature and (ii) a minimum of 3 semester hours of methods of teaching foreign languages at the elementary and secondary levels.

2. Native speakers or candidates who have learned a foreign language without formal academic credit in a **regionally accredited** or university must complete the following requirements:

- a. Achieved a minimum score of 600 on the Test of English as a Foreign Language, if English is not the native language. Native speakers of English are exempt from this test;
- b. Achieved a qualifying score on a foreign language assessment in the appropriate language as prescribed by the Board of Education; and
- c. Earned a minimum of 3 semester hours of methods of teaching foreign languages at the elementary and secondary levels from a **regionally accredited** or university in the United States.

C. Foreign language preK-12 – Latin. Endorsement requirements. The candidate must have:

- 1. Graduated from an approved teacher preparation program in Latin; or
- 2. Completed 24 semester hours of Latin above the intermediate level. Up to six hours of Roman history, Roman life, mythology, or archaeology may be included in the total hours and 3 semester hours of methods of teaching Latin at the elementary and secondary levels are required.

D. Foreign language preK-12 – American Sign Language. Endorsement requirements:

- 1. The candidate must have (i) graduated from an approved teacher preparation program in a foreign language – American Sign Language or (ii) completed a major in American Sign Language or 24 semester hours above the intermediate level in American Sign Language. The program shall include (i) courses in advanced grammar and syntax, conversation, and culture and (ii) a minimum of 3 semester hours of methods of teaching foreign languages at the elementary and secondary levels.

2. Native users or candidates who have learned American Sign Language without formal academic credit in a **regionally accredited** or university must complete the following requirements:

a. Competency in American Sign Language demonstrated by written documentation of one of the following:

(1) Hold a current, valid qualified or professional certification by the American Sign Language Teachers Association; or

(2) Hold a current, valid Virginia Quality Assurance Screening Level III Interpreting certification or higher issued by the Virginia Department for the Deaf and Hard-of-Hearing; or

(3) Hold a current, valid Registry of Interpreters for Deaf certification in at least one of the following: Certificate of Interpretation (CI), Certificate of Deaf Interpretation (CDI), Reverse Skills Certification (RSC), or Comprehensive Skills Certificate (CSC); or

(4) Hold a current, valid National Association for the Deaf Level IV certification or higher; or

(5) Complete requirements of an assessment demonstrating proficiency in American Sign Language prescribed by the Board of Education.

b. Earned a minimum of 3 semester hours of methods of teaching foreign languages at the elementary and secondary levels from a **regionally accredited** or university in the United States.

**8 VAC 20-22-[360 370]. Gifted education (add-on endorsement).**

Endorsement requirements. The candidate must have:

1. Completed an approved teacher preparation program in gifted education; or

2. Completed the following:

a. Graduated with a baccalaureate degree with an endorsement in a teaching area;

- b. Completed 12 hours of graduate-level coursework in gifted education; and
- c. Completed a practicum of at least 45 instructional hours. This practicum shall include a minimum of 45 instructional hours of successful teaching experiences with gifted students in a heterogeneously grouped (mixed ability) classroom or a homogeneously grouped (single ability) classroom. One year of successful, full-time teaching experience in a public or accredited nonpublic school may be accepted in lieu of the practicum. A mentor holding a valid license with an endorsement in gifted education must be assigned to the teacher.

**8 VAC 20-22-[370 380]. Health and physical education preK-12.**

Endorsement requirements. The candidate must have:

- 1. Graduated from an approved teacher preparation program in health, and physical education; or
- 2. Completed a major in health and physical education or 45 semester hours of coursework distributed in the following areas:
  - a. Personal health and safety: 6 semester hours;
  - b. Human anatomy, physiology, and kinesiology: [9-12] semester hours;
  - c. General health and physical education theory, including planning, administration, and assessment principles: 6 semester hours;
  - d. Physical education methodology courses, including team, individual, adaptive, cooperative activities, rhythms and dance: 9 semester hours;
  - e. Health methods course: 3 semester hours; and
  - f. Health and physical education electives: [3-6 9] semester hours.

**8 VAC 20-22-[380 390]. History and social sciences.**

A. Endorsement requirements. The candidate must have:

- 1. Graduated from an approved teacher preparation program in history and social sciences; or

2. Completed [42 **51**] semester hours of coursework distributed in the following areas:

- a. History: a major in history or 18 semester hours in history (must include coursework in American history, Virginia history, and world history);
- b. Political science: [~~42~~ **a major in political science or 18**] semester hours in political science to include coursework in American government (state and local government);
- c. Geography: [~~6~~ **9**] semester hours; and
- d. Economics: 6 semester hours.

B. Add-on endorsement requirements in history, political science, geography, and economics. The candidate must have:

- 1. An endorsement in history, political science, geography, or economics; and
- 2. Completed 21 semester hours of coursework in the additional social science area (history, political science, geography, or economics) sought.

**8 VAC 20-22-~~[390 400]~~. Journalism (add-on endorsement).**

Endorsement requirements. The candidate must have:

- 1. A baccalaureate degree and an endorsement in a teaching area; and
- 2. A minimum of 15 semester hours in journalism.

**8 VAC 20-22-~~[400 410]~~. Keyboarding (add-on endorsement).**

Endorsement requirements. The candidate must have:

- 1. An endorsement in a teaching area; and
- 2. Completion of 6 semester hours in keyboarding. Three of the hours must be from formal keyboarding instruction (or documented demonstrated mastery of the touch keyboarding skill), and three hours must include document formatting skills/word processing/computer applications).

**8 VAC 20-22-~~410~~ 420]. Library media preK-12.**

Endorsement requirements. The candidate must have:

1. Graduated from an approved preparation program in library media; or
2. Completed 24 semester hours distributed in each of the following areas:
  - a. Selection and utilization of library-media materials and equipment, including the various technologies of up-to-date libraries (computers, instructional software, and the Internet in the teaching/learning process);
  - b. Production of media and instructional materials;
  - c. Organization, administration, and evaluation of a library-media center, including ethical issues;
  - d. Theory and management of reference and bibliography;
  - e. Selection of print-media materials for children and adolescents;
  - f. Organization and technical processing of materials; and
  - g. The role of the library-media specialist as a resource person for students and professional staff in curriculum design and the integration of library-media services in instruction; and
3. Participated in a clinical experience to give the applicant an opportunity to apply the skills, understandings, and competencies required for the endorsement. One year of successful, full-time experience as a school librarian in a public or accredited nonpublic school may be accepted to meet this requirement.

**8 VAC 20-22-~~420~~ 430]. Mathematics.**

Endorsement requirements. The candidate must have:

1. Graduated from an approved teacher preparation program in mathematics; or
2. Completed a major in mathematics or 36 semester hours of coursework distributed in each of the following areas:

- a. Algebra – Experience shall include linear (matrices, vectors, and linear transformations) and abstract algebra (ring, group, and field theory). A college or university may integrate the competencies within specified coursework and document the completion of these competencies;
- b. Geometry – Experience shall include Euclidean and non-Euclidean geometries;
- c. Analytic geometry;
- d. Probability and statistics;
- e. Discrete mathematics – Experience shall include the study of mathematical properties of finite sets and systems and linear programming;
- f. Computer science – Experience shall include computer programming; and
- g. Calculus – Experience shall include multivariable calculus.

**8 VAC 20-22-[430 440]. Mathematics – Algebra I (add-on endorsement).**

Endorsement requirements. The candidate must have:

- 1. Completed an approved teacher preparation program in Algebra I; or
- 2. Completed the following requirements. The candidate must have:
  - a. A baccalaureate degree from a[n regionally accredited] or university and an endorsement in a teaching area; and
  - b. Completed 24 semester hours that include coursework in each of the following areas:
    - (1) Elementary functions and introductory college algebra;
    - (2) Trigonometry;
    - (3) Linear algebra;
    - (4) Calculus;
    - (5) Euclidean geometry;
    - (6) Probability and statistics;

(7) Discrete mathematics; and

(8) Computer science.

**8 VAC 20-22-[440 450]. Music education – instrumental preK-12.**

Endorsement requirements. The candidate must have:

1. Graduated from an approved teacher preparation program in music education – instrumental; or

2. Completed 42 semester hours of coursework in the following areas:

a. Basic music knowledge (experiences shall be related to music theory, music history, and literature): 18 semester hours.

b. Musical performance (experiences shall consist of developing competency in a primary performance medium (band or orchestral instrument), and in a secondary performance medium (band, orchestral, or keyboard instrument), and in teaching, rehearsing, and conducting ensembles): 18 semester hours.

c. Electives (with coursework selected from either of the two areas above): 6 semester hours.

**8 VAC 20-22-[450 460]. Music education – vocal/choral preK-12.**

Endorsement requirements. The candidate must have:

1. Graduated from an approved teacher preparation program in music education – vocal/choral; or

2. Completed 42 semester hours of coursework distributed in the following areas:

a. Basic music knowledge (experiences shall be related to music theory, music history, and literature): 18 semester hours.

b. Musical performance (experiences shall consist of developing competency in a primary and secondary medium, selected from voice or keyboard; and in teaching, rehearsing, and conducting ensembles): 18 semester hours.

c. Electives (with coursework selected from either of the two areas above): 6 semester hours.

**8 VAC 20-22-[460 470]. Science – biology.**

Endorsement requirements. The candidate must have:

1. Graduated from an approved teacher preparation program in biology;
2. Completed a major in biology or 32 semester hours in biology, including genetics/molecular biology, botany, zoology, anatomy/physiology, ecology and other preparation consistent with the competencies for the endorsement; or
3. Earned an endorsement in another science discipline and at least 18 credits in biology, including preparation in each of the following areas: genetics/molecular biology, botany, zoology, anatomy/physiology, and ecology.

**8 VAC 20-22-[470 480]. Science – chemistry.**

Endorsement requirements. The candidate must have:

1. Graduated from an approved teacher preparation program in chemistry;
2. Completed a major in chemistry or 32 semester hours in chemistry, including inorganic chemistry, organic chemistry, physical chemistry, and analytical chemistry and other preparation consistent with the competencies required for the endorsement; or
3. Earned an endorsement in another science discipline and at least 18 credits in chemistry, including preparation in each of the following areas: inorganic chemistry, organic chemistry, physical chemistry, and analytical chemistry.

**8 VAC 20-22-[480 490]. Science – Earth science.**

Endorsement requirements. The candidate must have:

1. Graduated from an approved teacher preparation program in Earth science;
2. Completed a major in geology or environmental science with at least one course in each of the following: oceanography, meteorology, and astronomy, **[and a course in geology for environmental science majors]** or 32 semester hours in Earth sciences,

including geology (18 semester hours), oceanography, meteorology, and astronomy and other preparation consistent with the competencies required for the endorsement; or

3. Earned an endorsement in another science discipline and at least 18 credits in Earth sciences, including preparation in each of the following areas: geology, oceanography, meteorology, and astronomy.

**8 VAC 20-22-[490 500]. Science – physics.**

Endorsement requirements. The candidate must have:

1. Graduated from an approved teacher preparation program in physics;
2. Completed a major in physics or 32 semester hours in physics, including mechanics, electricity and magnetism, and optics and other preparation consistent with the competencies required for the endorsement; or
3. Earned an endorsement in another science discipline and at least 18 credits in physics, including preparation in each of the following areas: mechanics, electricity and magnetism, and optics.

**8 VAC 20-22-[500 510]. Special education early childhood (birth-age 5).**

Endorsement requirements. The candidate must have:

1. Graduated from an approved teacher preparation program in early childhood special education; or
2. Completed a major in early childhood special education or 27 semester hours in early childhood special education, including at least one course in each of the following: foundations and legal aspects of special education, assessment techniques for young children with disabling and at-risk conditions, instructional programming, speech/language development and intervention, medical aspects, behavior management, consultation, child growth and development, and family-centered intervention.

**8 VAC 20-22-[510 520]. Special education hearing impairments preK-12.**

Endorsement requirements. The candidate must have:

1. Graduated from an approved teacher preparation program in special education hearing impairments; or

2. Completed a major in special education hearing impairments or 27 semester hours in education of the hearing impaired, including at least one course in foundations/legal aspects of special education, characteristics of individuals with hearing impairments, psycho-educational assessment, instructional programming, speech-language development, behavior management, audiology, speech and hearing science, and communication modalities.

**8 VAC 250-22-[520 530]. Special education – adapted curriculum K-12.**

Endorsement requirements: The candidate must:

1. Have graduated from an approved program in special education – adapted curriculum;  
or

2. Have completed a major in special education – adapted curriculum or 27 semester hours in the education of students with disabilities distributed in the following areas:

a. Core coursework: 12 semester hours distributed among the following areas:

(1) Foundations – characteristics that include knowledge of the foundation for educating students with disabilities;

(2) Foundations – legal aspects that include an understanding and application of the legal aspects, regulatory requirements, and expectations associated with identification, education, and evaluation of students with disabilities;

(3) Assessment and management of instruction and behavior that include an understanding and application of the foundation of assessment and evaluation related to best special education practice; of service delivery, curriculum, and instruction of students with disabilities; and of classroom management techniques and individual interventions; and

(4) Collaboration that includes skills in consultation, case management, and collaboration.

b. Adapted curriculum coursework: 15 semester hours distributed in the following areas:

(1) Characteristics: 6 semester hours. Skills in this area include the ability to demonstrate knowledge of the characteristics, learning and support needs of students with disabilities (K-12), whose cognitive impairments or adaptive skills require adaptations to the general curriculum, including, but not limited to, students with moderate to severe mental retardation or developmental delay; autism; multiple disabilities; traumatic brain injury; and sensory impairments as an additional disability to those referenced above.

(2) Individualized education program implementation: 6 semester hours. Skills in this area include the ability to apply knowledge of assessment and evaluation throughout the K-12 grade levels to construct, use, and interpret a variety of standardized and nonstandardized data collection techniques; to make decisions about student progress, instruction, program, modifications, accommodations, placement, and teaching methodology; and to demonstrate the use of assessment, evaluation, and other information to develop and implement individual educational planning and group instruction with students with disabilities in an adapted curriculum across the K-12 grade levels; and

(3) Transitioning: 3 semester hours. Skills in this area include the ability to prepare students and work with families to provide successful student transitions throughout the educational experience to include postsecondary training, employment, and independent living that addresses an understanding of long-term planning, career development, life skills, community experiences and resources, self-advocacy, and self-determination, guardianship and legal considerations.

**8 VAC 20-22-[530 540]. Special education – general curriculum K-12.**

Endorsement requirements: The candidate must:

1. Have graduated from an approved program in special education – general curriculum;

or

2. Have completed a major in special education – general curriculum or 27 semester hours in the education of students with disabilities distributed in the following areas:

a. Core coursework: 12 semester hours distributed among the following areas:

(1) Foundations – characteristics that include knowledge of the foundation for educating students with disabilities;

(2) Foundations – legal aspects that include an understanding and application of the legal aspects, regulatory requirements, and expectations associated with identification, education, and evaluation of students with disabilities;

(3) Assessment and management of instruction and behavior that includes an understanding and application of the foundation of assessment and evaluation related to best special education practice; of service delivery, curriculum, and instruction of students with disabilities; and of classroom management techniques and individual interventions; and

(4) Collaboration that includes skills in consultation, case management, and collaboration.

b. General curriculum coursework: 15 semester hours distributed in the following areas:

(1) Characteristics: 6 semester hours. Skills in this area shall include the ability to demonstrate knowledge of definitions, characteristics, and learning and behavioral support needs of students with disabilities who are accessing the general education curriculum at the elementary, middle, and high school levels, including but not limited to, students with learning disabilities, emotional disturbance, mental retardation; developmental delay; autism; other health impaired; traumatic brain injury; and multiple disabilities;

(2) Individualized Education Program Implementation: 6 semester hours. Skills in this area include the ability to apply knowledge of assessment and evaluation throughout the K-12 grade levels to construct, use, and interpret a variety of standardized and nonstandardized data collection techniques; to make decisions about student progress, instruction, program, accommodations, placement, and

teaching methodology for students with disabilities who are accessing the general education curriculum and the standards of learning; and to demonstrate the use of assessment, evaluation, and other information to develop and implement individual educational planning and group instruction with students with disabilities who are accessing the general education curriculum across the K-12 grade levels.

(3) Transitioning: 3 semester hours. Skills in this area include the ability to prepare students and work with families to provide successful student transitions throughout the educational experience to include postsecondary training, employment, and independent living which addresses an understanding of long-term planning, career development, life skills, community experiences and resources, self-advocacy, and self-determination, guardianship and legal considerations.

**~~18 VAC 20-22-540. Special Education—Speech-language pathology assistant preK-12.~~**

~~A. The speech language pathology assistant will provide speech language pathology support under the direction and supervision of a speech language pathologist.~~

~~B. Endorsement Requirements. The candidate must have:~~

- ~~1. Completed a baccalaureate degree in speech language pathology or communication disorders from an accredited college or university; and~~
- ~~2. Completed a minimum of 500 clock hours in supervised education experiences for the job responsibilities and workplace behaviors of the speech language pathology assistant. Two hundred and fifty clock hours of the supervised education experiences must be direct, on-site observation of an ASHA-certified speech language pathologist. The remaining 250 clock hours of the supervised education experiences must be fieldwork experiences in a public school setting supervised by an ASHA-certified speech language pathologist. One full year of successful, full-time experience as a speech language pathology assistant under the supervision of a licensed speech language pathologist will be accepted in lieu of the 500 clock hours of supervised education experience.]~~

**8 VAC 20-22-550. Special education visual impairments preK-12.**

Endorsement requirements. The candidate must have:

1. Graduated from an approved teacher preparation program in special education visual impairments preK-12; or
2. Completed a major in special education visual impairments or 27 semester hours in education of students with visual impairments, including at least one course in foundations/legal aspects of special education; characteristics of persons with visual impairments; psycho-educational assessment and assessment for visual impairment; language/literacy skill development; Braille reading and writing; behavior management; transition; consultation; anatomy, physiology, and diseases of the eye; and instructional programming and methods.

**8 VAC 20-22-560. Speech communication (add-on endorsement).**

Endorsement requirements. The candidate must have:

1. A baccalaureate degree and an endorsement in a teaching area; and
2. A minimum of 15 semester hours in speech communication.

**8 VAC 20-22-570. Theatre arts preK-12.**

A. Endorsement requirements. The candidate must have:

1. Graduated from an approved teacher preparation program in theatre arts; or
2. Completed a major in theatre or 33 semester hours distributed among the following areas:
  - a. Directing: 6 semester hours;
  - b. Technical theatre: 9 semester hours;
  - c. Cultural context and theatre history: 3 semester hours;
  - d. Performance: 6 semester hours; and
  - e. Dramatic literature: 9 semester hours.

B. Add-on endorsement requirements in theatre arts preK-12. The candidate must have:

1. A baccalaureate degree and an endorsement in a teaching area; and
2. Completed 15 semester hours distributed in the following areas:
  - a. Directing: 3 semester hours;
  - b. Technical theatre: 3 semester hours;
  - c. Cultural context and theatre history: 3 semester hours; and
  - d. Performance: 6 semester hours.

**8 VAC 20-22-580. Visual arts preK-12.**

Endorsement requirements. The candidate must have:

1. Graduated from an approved teacher preparation program in visual arts; or
2. Completed a major in visual arts or 36 semester hours in art with course distribution in the following areas:
  - a. Two-dimensional media: 12 semester hours;
  - b. Three-dimensional media: 12 semester hours;
  - c. Cultural context and art history, judgment and criticism, and aesthetics: 9 semester hours; and
  - d. Related areas of the fine arts: 3 semester hours.

PART VI.

LICENSURE REGULATIONS GOVERNING SUPPORT PERSONNEL.

**8 VAC 20-22-590. Administration and supervision preK-12.**

A. An endorsement in administration and supervision preK-12 consists of Level I, which is required to serve as a building-level administrator or central office supervisor, and

Level II, which is an optional endorsement to which an experienced building-level administrator may aspire. Individuals must meet the requirements for the administration and supervision preK-12 endorsement through one of the **[three four]** options listed in this section **[and be recommended by a Virginia school division superintendent]**. A school leader's assessment prescribed by the Board of Education must be met for all individuals who are seeking an initial endorsement authorizing them to serve as principals and assistant principals in the public schools. Individuals seeking an initial administration and supervision endorsement who are interested in serving as central office instructional personnel are not required to take and pass the school leaders assessment prescribed by the Board of Education.

B. Approved program route to Level I administration and supervision preK-12 endorsement. To become eligible for a Level I endorsement under this option, the candidate must have:

1. A master's degree from a regionally accredited college or university;
2. Completed three years of successful, full-time experience **[as a classroom teacher]** in a public school or accredited nonpublic school **[in an instructional personnel position that requires licensure in Virginia];**
3. Completed an approved program in administration and supervision from a regionally accredited college or university;
4. Completed a minimum of 320 clock hours of a deliberately structured and supervised internship that provides exposure to multiple sites (elementary, middle, high, central office, agency) with diverse student populations. These experiences shall be an integral component of a Virginia Board of Education approved preparation program. The internship must be focused on **[instructional leadership and]** learning for all students and must occur in a public school or accredited nonpublic school; and
5. Satisfied the requirements for the school leaders licensure assessment prescribed by the Board of Education. Individuals seeking an initial administration and supervision endorsement who are interested in serving as central office instructional personnel are

not required to take and pass the school leaders assessment prescribed by the Board of Education.

C. Alternate route to Level I administration and supervision preK-12 endorsement

**[restricted to the Virginia school division in which the superintendent submitted the recommendation for the endorsement. This endorsement is valid only in the designated Virginia school division and would not be portable and not reciprocal].** In order to be eligible for Level I endorsement under this option, the candidate must have:

1. A master's degree from a regionally accredited college or university;
2. Completed graduate coursework ~~[addressing competencies]~~ in school law, evaluation of instruction, and other areas of study as required by an employing Virginia school superintendent; **[the graduate coursework must be taken from a regionally accredited college or university that has a state-approved administration and supervision program.]**
- [3. Completed three years of successful, full-time experience in a public school or accredited nonpublic school in an instructional personnel position that requires licensure in Virginia;]**
3. Satisfied the requirements for the school leaders licensure assessment specified by the Board of Education; and
4. Been recommended by ~~[a the]~~ superintendent in ~~[an the]~~ employing Virginia school division.

**[D. Alternate route to Level I administration and supervision preK-12 endorsement. In order to be eligible for Level I endorsement under this option, the candidate must have:**

- 1. A master's degree from a regionally accredited college or university;**
- 2. Completed graduate coursework in school law, evaluation of instruction, special education, school finance, and educational leadership, and other areas of study as required by an employing Virginia school superintendent; the graduate**

**coursework must be taken from a regionally accredited college or university that has a state-approved administration and supervision program.**

**3. Completed three years of successful, full-time experience in a public school or accredited nonpublic school in an instructional personnel position that requires licensure in Virginia;**

**4. Satisfied the requirements for the school leaders licensure assessment specified by the Board of Education; and**

**5. Been recommended by the superintendent in the employing Virginia school division.]**

~~D~~**[E]. Out-of-state administration and supervision endorsement. The candidate must have:**

1. A master's degree from a regionally accredited college or university; and
2. A current, valid out-of-state license (full credential[)] with an endorsement in administration and supervision[)].

~~E~~**[F]. Level II endorsement in administration and supervision preK-12. A building-level administrator may seek Level II endorsement in administration and supervision preK-12 after successfully serving as a building-level administrator for at least five years in a public school or accredited nonpublic school and successfully completing a formal induction program as a principal or assistant principal. In order to earn Level II endorsement, the candidate must meet two or more of the following criteria as specified by the Board of Education [and documented in a Department of Education approved format and be recommended by the employing Virginia school division superintendent]:**

1. Evidence of improved student achievement;
2. Evidence of [effective] instructional leadership;
3. Evidence of positive effect on school climate or culture;

4. Earned doctorate in educational leadership or evidence of formal professional development in the areas of school law, school finance, supervision, human resource management, and instructional leadership; or

5. Evidence of a completion of a high-quality professional development project designed by the division superintendent.

**8 VAC 20-22-600. Division Superintendent License.**

An individual may be a candidate for the list of eligible division superintendents and the renewable Division Superintendent License through the completion of the requirements in one of the following four options:

1. Option one. The individual must:

- a. Hold an earned doctorate degree in educational administration or educational leadership from a[n regionally accredited] or university; and
- b. Have completed five years of educational experience in a public or accredited nonpublic school, two of which must be teaching experience at the preK-12 level and two of which must be in administration/supervision at the preK-12 level.

2. Option two. The individual must:

- a. Hold an earned master's degree from a[n regionally accredited] or university plus 30 completed hours beyond the master's degree;
- b. Have completed requirements for administration and supervision preK-12 endorsement that includes the demonstration of competencies in the following areas:

(1) Knowledge and understanding of student growth and development, including:

- (a) Applied learning and motivational theories;
- (b) Curriculum design, implementation, evaluation and refinement;
- (c) Principles of effective instruction, measurement, evaluation and assessment strategies;
- (d) Diversity and its meaning for educational programs; and

(e) The role of technology in promoting student learning.

(2) Knowledge and understanding of systems and organizations, including:

(a) Systems theory and the change process of systems, organizations and individuals;

(b) The principles of developing and implementing strategic plans;

(c) Information sources and processing, including data collection and data analysis strategies;

(d) Learning goals in a pluralistic society; and

(e) Effective communication, including consensus building and negotiation skills.

(3) Knowledge and understanding of theories, models, and principles of organizational development, including:

(a) Operational procedures at the school and division/district level;

(b) Principles and issues of school safety and security;

(c) Human resources management and development, including adult learning and professional development models;

(d) Principles and issues related to fiscal operations of school management;

(e) Principles and issues related to school facilities and use of space;

(f) Legal issues impacting school operations and management; and

(g) Technologies that support management functions.

(4) Knowledge and understanding of the values and ethics of leadership, including:

(a) The role of leadership in modern society;

(b) Emerging issues and trends that impact the school community;

(c) Community resources and partnerships of school, family, business, government and higher education institutions;

(d) Community relations and marketing strategies and processes; and

(e) Conditions and dynamics of the diverse school community.

(5) Knowledge and understanding of the purpose of education and its role in a modern society, including:

(a) The philosophy and history of education; and

(b) Various ethical frameworks and professional ethics.

(6) Knowledge and understanding of principles of representative governance that undergird the system of American schools, including:

(a) The role of public education in developing and renewing a democratic society and an economically productive nation;

(b) The law as related to education and schooling;

(c) The political, social, cultural and economic systems and processes that impact schools;

(d) Models and strategies of change and conflict resolution as applied to the larger political, social, cultural and economic contexts of schooling;

(e) Global issues and forces affecting teaching and learning; and

(f) The importance of diversity and equity in a democratic society.

c. Have completed five years of educational experience in a public or accredited nonpublic school, two of which must be teaching experience at the preK-12 level and two of which must be in administration/supervision at the preK-12 level.

3. Option three. The individual must:

a. Hold an earned master's degree from a **regionally accredited** or university;

b. Hold a current, valid out-of-state license with an endorsement as a division/district superintendent; and

c. Have completed five years of educational experience in a public or accredited nonpublic school, two of which must be teaching experience at the preK-12 level and two of which must be in administration/supervision.

4. Option four. The individual must:

a. Hold a master's degree, or its equivalent, from an ~~a~~ **regionally accredited** or university;

b. Have held a senior leadership position such as Chief Executive Officer or senior military officer; and

c. Be recommended by a school board interested in employing the individual as superintendent.

**8 VAC 20-22-610. Mathematics specialist for elementary and middle education.**

Endorsement requirements. The candidate must have:

1. Completed at least three years of successful classroom teaching experience in which the teaching of mathematics was an important responsibility; and

2. Graduated from an approved mathematics specialist preparation program (master's level); or completed a master's level program in mathematics, mathematics education, or related education field with 30 semester hours of graduate coursework in the competencies listed below, including at least 21 hours of coursework in undergraduate or graduate-level mathematics.

a. Understanding of the knowledge, skills, and processes of the Virginia Mathematics Standards of Learning and how curriculum may be organized to teach these standards to diverse learners;

b. Understanding of a core knowledge base of concepts and procedures within the discipline of mathematics, including the following strands: number systems and number theory; geometry and measurement; statistics and probability; and functions and algebra;

- c. Understanding of the sequential nature of mathematics and the mathematical structures inherent in the content strands;
- d. Understanding of the connections among mathematical concepts and procedures and their practical applications;
- e. Understanding of and the ability to use the five processes – becoming mathematical problem solvers, reasoning mathematically, communicating mathematically, making mathematical connections, and using mathematical representations – at different levels of complexity;
- f. Understanding of the history of mathematics, including the contributions of different individuals and cultures toward the development of mathematics and the role of mathematics in culture and society;
- g. Understanding of major current curriculum studies and trends in mathematics;
- h. Understanding of the role of technology and the ability to use graphing utilities and computers in the teaching and learning of mathematics;
- i. Understanding of and the ability to select, adapt, evaluate and use instructional materials and resources, including professional journals and technology;
- j. Understanding of and the ability to use strategies for managing, assessing, and monitoring student learning, including diagnosing student errors;
- k. Understanding of and the ability to use strategies to teach mathematics to diverse learners;
- l. Understanding of leadership skills needed to improve mathematics programs at the school and division levels, including the needs of high and low-achieving students and of strategies to challenge them at appropriate levels; child psychology, including personality and learning behaviors; educational measurement and evaluation; and effective professional development approaches; and
- m. Understanding of and proficiency in grammar, usage, and mechanics and their integration in writing.

**8 VAC 20-22-620. Reading specialist.**

Endorsement requirements. The candidate must have completed an approved graduate-level reading specialist approved preparation program (master's degree required) that includes course experiences of at least 30 semester hours of graduate coursework in the competencies for the endorsement, as well as a practicum experience in the diagnosis and remediation of reading difficulties. The individual also must have at least three years of successful classroom teaching experience in which the teaching of reading was an important responsibility.

**8 VAC 20-22-630. School counselor preK-12.**

Endorsement requirements:

1. Option I. The candidate must have:

- a. An earned master's degree from an approved counselor education program that shall include at least 100 clock hours of clinical experiences in the preK-6 setting and 100 clock hours of clinical experiences in the grades 7-12 setting; and
- b. Two years of successful, full-time teaching experience or two years of successful experience in guidance and counseling in a public or accredited nonpublic school. Two years of successful, full-time experience in guidance and counseling under ~~an alternate route~~ a provisional] license may be accepted to meet this requirement.

2. Option II. The candidate must have:

- a. An earned master's degree from ~~a~~ **a regionally accredited**] or university and certification from an approved counselor education program; and
- b. Two years of successful, full-time teaching experience or two years of successful, full-time experience in guidance and counseling in a public or accredited nonpublic school. Two years of successful, full-time experience in guidance and counseling under a nonrenewable [provisional] license may be accepted to meet this requirement.

**8 VAC 20-22-640. School manager license.**

A. The school manager license is intended to provide for the differentiation of administrative responsibilities in a school setting. A school manager is licensed to administer noninstructional responsibilities in an educational setting. For example, a school manager is restricted from evaluating teachers, supervising instruction, developing and evaluating curriculum, and serving as a school's student disciplinarian.

B. To earn a school manager license, the candidate must:

1. Hold a baccalaureate degree from a regionally accredited college or university;
2. Have three years successful managerial experience; and
3. Be recommended for the license by a Virginia school division superintendent.

**8 VAC 20-22-650. School psychology.**

Endorsement requirements:

1. Option I. The candidate must complete:

- a. An approved program in school psychology; and
- b. Sixty graduate hours that culminate in at least a master's degree; and
- c. An internship that is documented by the degree granting institution. No more than 12 hours of internship can be counted toward the 60 graduate semester hours required for licensure. The internship experience shall occur on a full-time basis over a period of one year or on a half-time basis over a period of two consecutive years. The internship shall occur under conditions of appropriate supervision, i.e., school-based supervisor shall hold a valid credential as a school psychologist and nonschool based supervisor shall be an appropriately credentialed psychologist. The internship shall include experiences at multiple age levels, at least one half of which shall be in an accredited schooling setting.

2. Option II. The candidate must hold a certificate issued by the National School Psychology Certification Board.

**8 VAC 20-22-660. School social worker.**

Endorsement requirements:

1. Option I. The candidate must have:

- a. An earned master's of social work from a[n regionally accredited] or university school of social work with a minimum of 60 graduate semester hours;
- b. A minimum of six graduate semester hours in education; and
- c. Completed a supervised practicum or field experience of a minimum of 400 clock hours in a public or accredited nonpublic school discharging the duties of a school social worker.

2. Option II. The candidate must have:

- a. An earned master's of social work from a[n regionally accredited] or university school of social work with a minimum of 60 graduate semester hours;
- b. A minimum of six graduate semester hours in education; and
- c. One year of successful full-time supervised experience as a school social worker in a public or accredited nonpublic school.

**8 VAC 20-22-670. Special education: speech-language pathologist preK-12.**

Endorsement requirements. The candidate must have:

- 1. An earned master's degree in speech-language pathology from an accredited institution; or
- 2. A current license in speech pathology issued by the Virginia Board of Examiners for Audiology and Speech Pathology.

**8 VAC 20-22-680. Vocational evaluator.**

Endorsement requirements:

1. Option I. The candidate must be certified as a Vocational Evaluation Specialist (CVE), meeting all standards and criteria of the Commission on Certification of Work Adjustment and Vocational Evaluation Specialist (CCWAVES).
2. Option II. The candidate must have a master's degree in vocational evaluation, career and technical education, special education, or rehabilitation counseling and completed 15 graduate semester hours distributed in the following areas:
  - a. Tests and measurements: 3 semester hours;
  - b. Medical and educational aspects of disability: 3 semester hours;
  - c. Occupational information and job analysis: 3 semester hours;
  - d. Purposes/practices of vocational evaluation: 3 semester hours; and
  - e. Career/life planning/transition services: 3 semester hours.

## PART VII.

### REVOCATION, CANCELLATION, SUSPENSION, DENIAL, AND REINSTATEMENT OF TEACHING LICENSES.

#### **8 VAC 20-22-690. Revocation.**

- A. A license issued by the Board of Education may be revoked for the following reasons:
1. Obtaining or attempting to obtain such license by fraudulent means or through misrepresentation of material facts;
  2. Falsification of school records, documents, statistics, or reports;
  3. Conviction of any felony;
  4. Conviction of any misdemeanor involving moral turpitude;

5. Conduct, ~~[with a direct and detrimental effect on such as immorality, or personal condition detrimental to the health, welfare, discipline, or morale of students or to the best interest of the public schools of the Commonwealth of Virginia;]~~

6. Misapplication of or failure to account for school funds or other school properties with which the licensee has been entrusted;

7. Acts related to secure mandatory tests as specified in § 22.1-292.1 of the Code of Virginia;

8. Knowingly and willfully with the intent to compromise the outcome of an athletic competition procures, sells, or administers anabolic steroids or causes such drugs to be procured, sold, or administered to a student who is a member of a school athletic team, or fails to report the use of such drugs by a student to the school principal and division superintendent as required by § 22.1-279.3:1 of the Code of Virginia. Any person whose administrative or teaching license is suspended or revoked by the board pursuant to this section shall be ineligible for three school years for employment in the public schools of the Commonwealth; or

9. Other just cause ~~[in the best interest of the public schools of the Commonwealth of Virginia good and just cause of a similar nature].~~

B. Procedures.

1. Submission of complaints. A complaint may be filed by anyone, but it shall be the duty of a division superintendent, principal or other responsible school employee to file a complaint in any case in which he has knowledge that a holder of a license is guilty of any offense set forth in subsection A of this section. The person making the complaint shall submit it in writing to the appropriate division superintendent.

2. Action by division superintendent; investigation. Upon receipt of the complaint against the holder of a license, a division superintendent or his duly authorized representative shall investigate the charge. If, on the basis of such investigation, the division superintendent finds the complaint to be without merit, he shall so notify the complaining party or parties in writing and then close his file on the matter. This action

shall be final unless the local school board, on its own motion, votes to proceed to a hearing on the complaint or unless circumstances are present making subsection A of this section applicable.

C. Petition for revocation. Should the division superintendent or local school board conclude that there is reasonable cause to believe that a complaint against the holder of a license is well founded, the teacher shall be notified of the complaint by a written petition for revocation of a license signed by the division superintendent. A copy of such petition shall be sent by certified mail, return receipt requested, to the teacher's last known address. If not otherwise known, the last known address shall be the address shown in the records of the Department of Education.

D. Form of petition. The petition for the revocation of a license shall set forth:

1. The name and last known address of the person against whom the petition is being filed;

2. The ~~[social security number of and the]~~type of license ~~[and the license number]~~ held by the person against whom the petition is being filed;

3. The offenses alleged and the specific actions that comprise the alleged offenses;

4. The name and address of the party filing the original complaint against the license holder;

5.~~[A copy of the regulations containing a statement of the rights~~ A statement of rights of] the person charged under this chapter. The statement of rights shall include notification to the person of the right to cancel the license if he chooses not to contest the charges. The statement must notify the individual that he shall receive a notice of cancellation that will include the statement: "The license holder voluntarily returned the license in response to a petition for revocation." The individual also shall be notified that the cancellation of the license will be reported to division superintendents in Virginia and to chief state school officers of the other states and territories of the United States; and

6. Any other pertinent information.

E. Filing of petition. The original petition shall be entered in the files of the local school board where the license holder is employed.

F. Response to petition. The license holder shall present his written answer to the petition, if any, within 14 days after the date of service of the petition as certified by the United States Postal Service.

1. If the teacher ~~[responding to the petition states that he]~~ does not wish to contest the charges, he may ~~[cancel the license by returning the voluntarily return the]~~ license to the division superintendent with a written, signed statement requesting cancellation. ~~[The Superintendent of Public Instruction is authorized, upon receipt of the license holder's written, signed request from the division superintendent, to cancel the license. [The division superintendent shall forward the request for cancellation along with the petition for revocation to the Superintendent of Public Instruction within 14 days of receipt. The Superintendent of Public Instruction shall cancel the license and send a notice of cancellation by certified mail within 14 days of receipt of the request for cancellation.]~~

2. If the license holder files a written answer admitting the charges, or refuses to accept the copy of the petition from the postal authorities, or fails to file a written answer within 14 days after service of the petition or has failed to provide postal authorities with a forwarding address so that the petition can be delivered, the local school board shall proceed to a hearing as described in subdivisions 3 and 4 of this subsection.

3. If the license holder files his written answer denying the charges in the petition, the local school board shall provide a hearing at the time and place of its regular meeting or at such other reasonable time and place it may specify. The license holder or his representative, if any, shall be given at least 14 days' notice of the hearing.

4. Following the hearing, the local school board shall receive the recommendation of the division superintendent and then either dismiss the charges or ~~[recommend license revocation or suspension. make such recommendations as it deems appropriate]~~

~~relative to revocation of a license.] A decision to dismiss the charges shall be final, except as specified in subsection G of this section, and the investigative file on the charges shall be closed and [destroyed or] maintained as a separate [sealed] file under provision of the Code of Virginia.] Any record or material relating to the charges in any other file shall be [placed in the investigative file. removed or destroyed.] Should the local school board recommend the revocation or suspension of a license, [this recommendation, along with the investigative file, shall promptly be forwarded by the division superintendent to the Superintendent of Public Instruction. the division superintendent shall forward the recommendation and the investigative file to the Superintendent of Public instruction within 14 days.]~~

G. Revocation on motion of the Board of Education. The Board of Education reserves the right, ~~[in situations not covered by this chapter,]~~ to act directly ~~[in revoking to revoke]~~ a license ~~[when the division superintendent or the local school board has not filed a petition for revocation and the Board of Education has reasonable cause to believe that subsection A of this section is applicable. The Superintendent of Public Instruction shall send a petition for revocation to the license holder as provided by subsection D of this section. The license holder shall the opportunity to respond to the petition or request cancellation of the license within 14 days of receipt.]~~

[1. If the license holder files a written answer admitting the charges, or refuses to accept the copy of the petition from the postal authorities, or fails to file a written answer within 14 days after service of the petition or has failed to provide postal authorities with a forwarding address so that the petition can be delivered, the petition shall be forwarded to the Board of Education for action.] No ~~[such]~~ revocation will be ordered without the involved license holder being given the opportunity ~~[to appear at a for the]~~ hearing specified in 8 VAC 20-22-740 B.

[2. If the license holder timely files his written answer denying the charges in the petition, the Superintendent of Public Instruction shall schedule a hearing with the investigative panel provided in 8 VAC 20-21-740. The license holder or his representative, if any, shall be given at least 14 days' notice of the hearing. The

**investigative panel shall take action on the petition as specified in 8 VAC 20-21-740.**

**No revocation will be ordered without the involved license holder being given the opportunity to appear at a hearing specified in 8 VAC 20-21-740C.]**

H. Reinstatement of license. A license that has been revoked may be reinstated by the Board of Education after five years if the board is satisfied that reinstatement is in the best interest of the former license holder and the public schools of the Commonwealth of Virginia. The individual must apply to the board for reinstatement. Notification to all appropriate parties will be communicated in writing by the state agency.

**8 VAC 20-22-700. Cancellation.**

**A. A license may be canceled by [the] voluntary return [of the license] by the [license holder individual, or for reasons listed under 8 VAC 20-22-690 A or for the following reason:]**

**[The teacher in his answer to the petition, as described in 8 VAC 20-22-690 F 1, states that he does not wish to contest the charges.]**Reasons for cancellation are the same as those listed under 8 VAC 20-22-690 A.

B. Procedures. The individual may voluntarily return the license to the division superintendent [or the Superintendent of Public Instruction following revocation on motion by the Board of Education] with a written, signed statement requesting cancellation. [The individual shall acknowledge in the request that he understands that the notice of cancellation will include the statement: “The license holder voluntarily returned his teaching license and requested cancellation. Reasons for cancellation are the same as those for revocation.” However, if the request for cancellation is in response to a petition for revocation, the individual shall acknowledge that he understands that the notice of cancellation will include the statement: “The license holder voluntarily returned the license in response to a petition for revocation.” The individual also shall acknowledge that he understands that the cancellation of the license will be reported to division superintendents in Virginia and to chief state school officers of the other states and territories of the United States. When applicable, the division superintendent shall forward the

**request for cancellation along with the petition for revocation to the Superintendent of Public Instruction within 14 days of receipt. The Superintendent of Public Instruction shall cancel the license and send the person a notice of cancellation by certified mail within 14 days of receipt of the request for cancellation. The Superintendent of Public Instruction is authorized upon receipt of the license holder's written and signed request from the division superintendent to cancel the license. However, no such cancellation will be made without the involved license holder being given the opportunity for a hearing, as specified in 8 VAC 20-22-750.]**

C. Reinstatement of license. A license that has been [canceled returned for cancellation] may be reissued using the normal procedure for application if the board is satisfied that reinstatement is in the best interest of the former license holder and the public schools of the Commonwealth of Virginia. The individual must apply to the board for reinstatement. Notification to all appropriate parties will be communicated in writing by the Department of Education.

#### **8 VAC 20-22-710. Suspension.**

A. A license may be suspended for the following reasons:

1. Physical, mental, or emotional incapacity as shown by a competent medical authority;
2. Incompetence or neglect of duty;
3. Failure or refusal to comply with school laws and regulations, including willful violation of contractual obligations;
4. Acts related to secure mandatory tests as specified in § 22.1-292.1 of the Code of Virginia;
5. Knowingly and willfully with the intent to compromise the outcome of an athletic competition procures, sells, or administers anabolic steroids or causes such drugs to be procured, sold, or administered to a student who is a member of a school athletic team, or fails to report the use of such drugs by a student to the school principal and division superintendent as required by § 22.1-279.3:1 of the Code of Virginia. Any person whose

administrative or teaching license is suspended or revoked by the board pursuant to this section shall be ineligible for three school years for employment in the public schools of the Commonwealth; or

6. Other good and just cause of a similar nature in the **[best interest of the public schools of the Commonwealth of Virginia]**.

B. Procedures.

1. Submission of complaints. A complaint may be filed by anyone, but it shall be the duty of a division superintendent, principal, or other responsible school employee to file a complaint in any case in which he has knowledge that **[the license holder has committed a holder of a license is guilty of]**any offense set forth in subsection A of this section. The person making the complaint shall submit it in writing to the appropriate division superintendent.

2. Action by division superintendent; investigation. Upon receipt of the complaint against the holder of a license, a division superintendent or his duly authorized representative shall investigate the charge. If, on the basis of such investigation, the division superintendent finds the complaint to be without merit, he shall so notify the complaining party or parties in writing and then close his file on the matter. This action shall be final unless the local school board on its own motion votes to proceed to a hearing on the complaint or unless circumstances are present making subsection C of this section applicable.

C. Petition for suspension. Should the division superintendent or local school board conclude that there is reasonable cause to believe that a complaint against the holder of a license is well founded, the teacher shall be notified of the complaint by a written petition for suspension of a license signed by the division superintendent. A copy of such petition shall be sent by certified mail, return receipt requested, to the teacher's last known address. If not otherwise known, the last known address shall be the address shown in the records of the Department of Education.

D. Form of petition. The petition for the suspension of a license shall set forth:

1. The name and last known address of the person against whom the petition is being filed;

2. The ~~[social security number and the]~~ type of license ~~[and the license number]~~ held by the person against whom the petition is being filed;

3. The offenses alleged and the specific actions that comprise the alleged offenses;

4. The name and address of the party filing the original complaint against the license holder;

5. A statement of the rights of the person charged under this chapter[;]. The statement of rights shall notify the person of the right to cancel the license if he chooses not to contest the charges. The statement also shall notify the individual that the license may be suspended for up to five years and that he shall receive a notice of cancellation that will include the statement: "The license holder voluntarily returned the license in response to a petition for suspension." The individual also shall be notified that the cancellation and period of suspension will be reported to division superintendents in Virginia and to chief state school officers of the other states and territories of the United States;] and

6. Any other pertinent information.

E. Filing of petition. The original petition shall be entered in the files of the local school board where the license holder is employed.

F. Response to petition. The license holder shall present his written answer to the petition, if any, within 14 days after the date of service of the petition as certified by the United States Postal Service.

1. If the teacher ~~[responding to the petition states that he]~~ does not wish to contest the charges, he may ~~[voluntarily return his cancel the]~~ license ~~[by returning the license]~~ to the division superintendent with a written and signed statement requesting ~~[cancellation suspension. The Superintendent of Public Instruction is authorized, upon receipt of the license holder's written, signed request from the division superintendent, to cancel the license.]~~ The division superintendent shall

**forward the request for cancellation along with the petition for suspension to the Superintendent of Public Instruction within 14 days of receipt. The Superintendent of Public Instruction shall cancel the license and send the person a notice of cancellation along with the time period for the suspension by registered mail within 14 days of receipt of the request for cancellation.]**

2. If the license holder files a written answer admitting the charges, or refuses to accept the copy of the petition from the postal authorities, or fails to file a written answer within 14 days after service of the petition, or has failed to provide postal authorities with a forwarding address so that the petition can be delivered, the local school board shall proceed to a hearing as described in subdivisions 3 and 4 of this subsection.

3. If the license holder files his written answer denying the charges in the petition, the local school board shall provide a hearing at the time and place of its regular meeting or at such other reasonable time and place it may specify. The license holder or his representative, if any, shall be given at least 14 days' notice of the hearing.

4. Following its hearing, the local school board shall receive the recommendation of the division superintendent and then either dismiss the charges or make such recommendations relative to suspension of a license as it deems appropriate. A decision to dismiss the charges shall be final, except as specified in subsection G of this section, and the file on the charges shall be closed and all materials expunged. Should the local school board recommend the suspension of a license, this recommendation, along with supporting evidence, shall promptly be forwarded by the division superintendent to the Superintendent of Public Instruction.

G. Suspension on motion of Board of Education. The Board of Education reserves the right, in situations not covered by this chapter, to act directly in suspending a license. No such suspension will be ordered without the involved license holder being given the opportunity for the hearing as specified in 8 VAC 20-22-740[B C].

H. Reinstatement of license. A license may be suspended for a period of time not to exceed five years. The license may be reinstated by the Department of Education, upon

request, with verification that all requirements for license renewal have been satisfied. The individual must apply to the board for reinstatement. Notification to all appropriate parties will be communicated in writing by the Department of Education.

**8 VAC 20-22-720. Denial.**

A. A license may be denied for the following reasons:

1. Attempting to obtain such license by fraudulent means or through misrepresentation of material facts;
2. Falsification of records or documents;
3. Conviction of any felony;
4. Conviction of any misdemeanor involving moral turpitude;
5. Conduct, **[with a direct and detrimental effect on such as immorality, or personal condition detrimental to the health, welfare, discipline, or morale of students or to the best interest of the public schools of the Commonwealth of Virginia;]**
6. Revocation, suspension, or invalidation of the license by another state or territory; or
7. Other good and just cause of a similar nature.

B. Expired license. The holder of a license that has expired may be denied renewal or reinstatement by the Superintendent of Public Instruction for any of the reasons specified in 8 VAC 20-22-690 A. No such denial will be ordered unless the license holder is given the opportunity for the hearing specified in 8 VAC 20-22-740[B C].

**8 VAC 20-22-730. Right to counsel and transcript.**

A license holder shall have the right, at his own expense, to be represented by **[an attorney or other representative counsel of choice]** at the local school board hearing provided for in 8 VAC 20-22-690 F**[, the investigative panel hearing provided for in 8 VAC20-22-740A,] or in the proceedings before the Board of Education, as specified in 8 VAC 20-22-740 A [and B]. [The hearing before the local school board and the investigative panel hearing provided in 8 VAC 20-22-740A shall be recorded, and upon written request, the license holder shall be provided a transcript of the hearing**

at his own expense.] ~~[Counsel may, but need not, be an attorney.]~~ Any such hearing before a local school board and any hearing before the Board of Education shall be recorded; and, upon written request, the party charged shall be provided a hearing transcript without charge.

**8 VAC 20-22-740. Action by the State Superintendent of Public Instruction and the Board of Education.**

A. **[Superintendent's Investigative Panel: Superintendent's Recommendation.]** Upon receipt of the complaint from the local school division, the Superintendent of Public Instruction will ensure that an investigative panel at the state level reviews the petition. The panel shall consist of three to five members selected by the Assistant Superintendent of Teacher Education and Licensure of the Virginia Department of Education. The license holder ~~[shall should]~~ be notified within 14 days of the receipt of the complaint to the Department of Education as to the date, time, and location of the hearing. **[The Department of Education shall ensure that the license holder receives all documentation that will be used during the investigative panel hearing prior to the hearing.]** ~~[Both parties, A representative of]~~ the local school division and the license holder, are entitled to be present with counsel [and witnesses] if so desired. **[The investigative panel hearing shall be recorded.]** ~~[Individuals requesting a license or the continuation of a license must appear before the Superintendent's Investigative Panel.]~~ The recommendation of the [investigative state-level] panel is made to the State Superintendent of Public Instruction [who will forward his recommendation and the license holder's file ~~for presentation~~] to the State Board of Education [or its duly designated committee at one of its scheduled meetings]. ~~[The superintendent shall then present his report to the Board of Education or its duly designated committee at one of its duly scheduled meetings.]~~ The license holder shall be given at least 14 days' notice ~~[(in the manner specified in 8 VAC 20-22-690 F)]~~ of [the State Board of Education meeting when his case will be considered.] ~~[the date on which the Superintendent of Public Instruction's report will be continued, where necessary, from one meeting of the Board of Education or committee to another.]~~ [Following the

investigative panel hearing, the Department of Education shall forward the recommendation of the investigative panel and the license holder's file to the license holder as soon as practicable, but no later than 14 days prior to the scheduled State Board of Education meeting when his case will be considered.]

B. The State Superintendent of Public Instruction is authorized to approve the issuance of licenses for individuals who have misdemeanor convictions related to drugs based on a review of the cases. No individual would be denied a license without a hearing of the Board of Education as required in 8 VAC 20-22-740 B.

C. [State Board of Education] Hearing. The Board of Education, or its duly designated committee, shall ~~[receive and]~~ consider the ~~[recommendation report]~~ of the Superintendent of Public Instruction and such relevant and material evidence as the license holder may desire to present at the hearing. ~~[At its discretion, the Board of Education may ask the license holder questions.]~~ At the conclusion of the hearing, ~~[the Board of Education will announce its decision. the Superintendent of Public Instruction may recommend the action — revocation or suspension — that should be taken by the Board of Education. The Board of Education will then enter its order within 14 days after the hearing has concluded. This order will contain findings of fact either sustaining or dismissing the complaint.]~~

~~D. Decision not to revoke or suspend. If the decision of the Board of Education is not to revoke or suspend the license, the license holder and the principal complainants will be so notified and the Board of Education's file and any other record or material will be removed or destroyed.~~

~~E. Decision to revoke or suspend. If the decision of the Board of Education is to revoke or suspend the license, a written order will be entered in the minutes of the meeting at which the matter was decided. A copy of this order will be sent to the license holder and the principal complainants.]~~

**[D. The decision of the State Board of Education shall be recorded in the minutes of the meeting, and the license holder and principal complainants will receive written notice of the decision.]**

**8 VAC 20-22-750. Right of license holder to appear at hearing.**

A license holder shall have the right to appear in person at the hearings held by the local school board, Board of Education, or board committee described in this part unless he is confined to jail or a penal institution. The local school board or Board of Education, at its discretion, may continue such hearings for a reasonable time if the license holder is prevented from appearing in person for reasons such as documented medical or mental impairment.

**8 VAC 20-22-760. Notification.**

Notification of the revocation, [cancellation,] denial, or reinstatement of a license shall be made by the Superintendent of Public Instruction, or his designee, to division superintendents in Virginia and to chief state school officers of the other states and territories of the United States.

## Comments Related to Administration and Supervision Proposals

Date	Name	Title & Organization	Comments on Administration and Supervision
5/5/2005	Jane McDonald	President, Virginia Professors of Education Leadership	<p>Met (Tom Jackson) at the Women Education Leaders in Virginia Conference. Your message was clear:</p> <ul style="list-style-type: none"> <li>-care about kids-all kids--- regardless of their backgrounds, current circumstances, and the financial status of their families;</li> <li>- help school districts raise student achievement (knowledgeable and competent teachers and leaders are the main parts of that quest);</li> <li>-Make policy decisions for the schooling of Virginia's youth that are based on content and substance, not politics.</li> </ul> <p>In order to meet these intentions and to achieve the assurance of the families of school aged children and the general tax paying public we believe a new school administrator will be or have:</p> <ul style="list-style-type: none"> <li>-successful competence in previous work endeavors</li> <li>-ability to supervise teachers and other school administrators effectively</li> <li>-ability to give credible suggestions about instructional methods that will improve student achievement</li> <li>-knowledgeable of federal laws of education, including the rights of teachers, students and parents</li> <li>-understanding how children learn and how to meet the complex needs of all students, including Special Education students, those who speak a different language in their home, and those students who come from a financially disadvantaged background.</li> <li>-He or she will have knowledge of financial management.</li> </ul> <p>The following are suggestions for strengthening the accountability and quality of the proposed alternative route:</p> <ul style="list-style-type: none"> <li>-All alternative-route individuals enter school administration through the School Managers License provision.</li> <li>-Divide the School Managers License into 2 tracks, or tiers. Everyone enters on tier #1 and begins with non-instructional responsibilities. Requirements for tier #1 remain the same as stated in the current proposal: bachelor's degree, 3 years of successful managerial experience, and successful experience in working with children and youth. After 1 to 3 successful years as a non-instructional manager, an individual would have the option to move to tier #2, instructional leadership. (This transition time gives the individual an understanding of how the school works and how best to change it, if necessary.)</li> <li>-Requirements for tier #2 include those listed in the current proposal, plus some expanded ones: have a master's degree, pass the SLLA; have the recommendation of the superintendent; demonstrate knowledge and competence in the core responsibilities of the principalship (education law, finance, supervision, curriculum, instructional methods, learning). We hope these suggestions will be helpful and substantial.</li> </ul>

Date	Name	Title & Organization	Comments on Administration and Supervision
5/3/2005	Jane McDonald	President, Virginia Professors of Education Leadership	<p>Support and concern about the proposal regarding the alternative route to K-12 Administration and Supervision licensure in Virginia. This recommendation resulted from HJR 124 Commission to Review, Study, and Reform Educational Leadership. Specifically the Commission recommended that the Board of Education "review its regulations as may be necessary to incorporate an alternative licensure route for principals and assistant principals." An alternative route is an idea with promise; however, what concerns us is that the current proposal before the State Board of Education essential abdicates responsibility for oversight of the quality assurance of principals and assistant principals in our schools and moves the Commonwealth away from its aims of accountability and educational excellence.</p> <p>Licensure is a system, however, imperfect, that is designed to ensure a certain level of professional knowledge among those most directly responsible for the education of our children: teachers, principals, and superintendents. The proposal currently being considered would allow superintendents to grant administrative licensure to anyone on the basis of two minimal criteria: (1) the individual holds a Masters degree in any field and (2) the individual has passed the SLLA. If the proposal is approved the individual is granted a renewable "Post-Graduate Professional License" by the Commonwealth of Virginia. This proposal provides incomplete measures of quality.</p> <p>This proposal subverts any objective standards that would require that a person have the appropriate knowledge, skills, and professional dispositions to lead the educational program of a school. There is little assurance that an alternately licensed school leader would have knowledge neither of how to lead and improve a school's instructional program nor of the state and federal laws that guide how schools function. It offers too few constraints for superintendents who may feel obligated to grant a license for reasons that go beyond securing the best available leadership for the students in his or her division, such as to family members, business partners, or to return a favor. Changes would relieve pressure from superintendents to hire unqualified school principles. Also, the proposal would allow those who enter the profession through this route to seek employment in any school division in Virginia, even if they were unsuccessful because they hold a renewable license. There are also additional concerns we have with the said proposal.</p> <p>1. According to Virginia Code §22.1-293, "A principal shall provide instructional leadership in, shall be responsible for the administration of and shall supervise the operation...." The current proposal provides no assurance- with the exception of the SLLA- that the candidate for licensure has any knowledge or experience in the instruction of children or the supervision of the instructional program.</p> <p>2. Also, according to Code §22.1-293, "A principal may submit</p>
5/3/2005	Ray Griffin	President-elect, Virginia Professors of Education Leadership	

Date	Name	Title & Organization	Comments on Administration and Supervision
			<p>recommendations to the division superintendent for the appointment, assignment and promotion, transfer and dismissal of all personnel assigned to his supervision..." Again with the exception of a single standardized test, there is no assurance that alternative route principals and assistant principals would be able to perform this function. The proposal will allow individuals with absolutely no instructional experience to supervise and direct professional, duly licensed teachers.</p> <p>3. There is also no provision in the proposal that these alternative route principals will understand students with special education needs, students with limited English proficiency, and learners from financially disadvantaged families.</p> <p>4. There is also no assurance that these alternative route principals were effective in their previous career because the recommending superintendent is not required to give his assurance of effectiveness in that person's previous career.</p> <p>5. If an alternately licensed principal is ineffective in one area of Virginia, what prevents him or her from moving to another area in Virginia, license in hand.</p> <p>With these things in mind this is our current proposal to open positions of school leadership to non-educators. This should be seen as a pathway to retrieving an endorsement in Administration and Supervision.</p> <p>1. <i>Entry Requirements</i> The current proposal requires a bachelor's degree, three years successful managerial experience, and successful experience in working with children or youth. We concur with the requirement of successful experiences in working with children and youth and in managerial positions, as we do not want to open the leadership of our schools as an employment option for those who have failed elsewhere. We recommend that individuals who want to transition into positions of school leadership through this route be required to hold a master's degree demonstrating, in part, the individual's cognitive and academic abilities.</p> <p>2. <i>Intended job functions</i> We agree with support the current proposal that bars the school manager from oversight of the instructional program. The current proposal reads, "The school manager endorsement is intended to provide for the differentiation of administrative responsibilities in a school setting. A school manager is endorsed to administrative responsibilities in an educational setting. (For example, a school manager is restricted from evaluating teachers, supervising instruction, developing and evaluating curriculum, and serving as a school's student disciplinarian.)"</p>

Date	Name	Title & Organization	Comments on Administration and Supervision
			<p>3. <i>Transition to Administration and Supervision Endorsement</i> Using the proposed School Managers license as a means to attract successful leaders from other fields and to develop the competencies of effective instructional leadership is the aim of our revised proposal. After a designated period of time serving successfully as a licensed School Manager, an individual in this role could transition to earning a full endorsement in Administration and Supervision, responsibly opening the door to the key instructional leadership positions of the principalship or assistant principalship. Here's how this could occur:</p> <ul style="list-style-type: none"> <li>a. Designated period of successful service as a School Manager (2-3 years)</li> <li>b. Demonstrated competence in core responsibilities of the principalship that includes school law, finance, human resource management, supervision, curriculum, and instruction. These competencies could be demonstrated through a variety of means, such as recent course work, past training (e.g., an individual with a law degree would clearly have expertise in law already,) and/or previous job responsibilities (e.g. previous human resource management experience). Also, some experiences as a school manager would help the individual better understand schooling and the person would have more credibility when attempting to change the conditions.</li> <li>c. Demonstrated professional competencies of school leadership through successful completion of the SLLA, in addition to other requirements.</li> <li>d. Recommendation of the employing Superintendent.</li> </ul> <p>These suggestions are not to be seen as an absolute assurance of quality, but VPEL believes these suggestions strengthen and legitimize the current School Managers proposal. Please know that VPEL stands with the State Board, the Department of Education, and Virginia's school divisions to meet the need of attracting, developing and retaining the best leaders for our schools. Please consider these recommendations strongly.</p>
9/19/2005	Jane McDonald	President, Virginia Professors of Education Leadership	VPEL Position Statement
9/19/2005	Ray Griffin	President-elect, Virginia Professors of Education Leadership	<p>8VAC20-22-590 Administration and Supervision PreK-12 (position according to this section)</p> <p>The Virginia Department of Education's exploration of promising strategies to strengthen further Virginia's K-12 schools by attending to the critical role of educational leaders is to be commended. In particular, we support the Department's proposed changes in standards for approved programs and we support, in principle, the proposed endorsement for "school managers," if designed to be an alternate route of entry into the profession for non-educators. Similarly, we also support, in principle the VDOE's proposed alternate route to school leadership. As we have made clear in several venues during the past year, we, as a professional association intent on ensuring the integrity of the preparation, licensure, and practice of school leaders, see the potential value in attracting and developing effective leaders from</p>

Date	Name	Title & Organization	Comments on Administration and Supervision
			<p>other fields to lead our schools. However, we remain greatly concerned that the current proposal for an alternate route to school leadership has the effect of eliminating any means of quality assurance to the public, policymakers, and professional teachers and, therefore, threatens the quality of teaching and learning.</p> <p>Our most particular concern about the proposed alternate route to school leadership has been clearly articulated by the Southern Regional Education Board (SREB). We must note that the VDOE relied on SREB's policy analysis and recommendations in developing the proposed alternate route; therefore, we note that our position is in concert with that of the professional organization upon which the VDOE has relied in creating this proposal. Specifically the SREB recommends an alternate route to partnership IF a person has been successful in his or her previous leadership experiences. The current licensure proposal requires absolutely no accountability of recommending superintendents with regard to the experiential background, much less the quality of past performance of a candidate for the alternate licensure for school leadership.</p> <p>We recommend that the proposed regulations be changed to require a candidate for licensure to meet five criteria before being granted a professional license as a school leader from the State of Virginia through the alternate route:</p> <ol style="list-style-type: none"> <li>1. A master's degree from a regionally accredited university.</li> <li>2. Successful completion of the SLLA.</li> <li>3. Successful completion of professional preparation or coursework in the areas of school law, instructional supervision, special education, school finance, and instructional leadership.</li> <li>4. Successful completion and/or meeting of the Child Abuse Recognition and Intervention training and the Technology Competencies, both of which are specifically required of classroom teachers by Virginia's licensure regulations.</li> <li>5. Written attestation from the recommending superintendent that the candidate for licensure has had: <ol style="list-style-type: none"> <li>a. A minimum of five years of high performance in a leadership role in a previous position or career.</li> <li>b. Relevant experiences pertaining to leading, managing, or conducting instructional or training programs, whether with children or with adults.</li> </ol> </li> </ol> <p>The fifth requirement is not a full-proof measure of accountability, but it is akin to the statement that every college and university based licensure officer of the states 16 approved programs must sign when they recommend a candidate for licensure. Thus, the requirement for superintendents to provide a similar statement for a candidate who is seeking licensure through the alternate route is neither onerous nor inappropriate.</p>

Date	Name	Title & Organization	Comments on Administration and Supervision
			Finally, we recommend that the hiring school division must provide a supervised internship, parallel to that required of a candidate entering the profession through the approved program route. This person is a trained mentor. The candidate would work for the first year on a local license and would not receive a permanent license until the successful completion of the internship.
7/14/2005	David W. Blevins	President, Virginia Association of Secondary School Principals	<p>I would like to share the concerns of middle and high school principals and assistant principals about anticipated proposals for alternative licensure for principals and assistant principals. Similar concerns were sent by VPEL (above statement)</p> <p>We are concerned with this because HJR 123 requested that the board of education “review its regulations as may be necessary to incorporate...” HJR 123 also noted the importance of a candidate having strong instructional performance in criteria and suggested that the Board review “alternate sources of training”. By funding 10 grants at \$100,000 each to school divisions to work with universities, businesses and the Department of Education, it appears that the 2005 General Assembly took an important step in the area of alternate licensure, and it is the recommendation of the VASSP that the Board study what emerges from these grants before instituting a course of action that does not recognize the critical nature of the teaching requirement for potential school instructional leaders. I refer specifically to an anticipated recommendation that would base alternate administrative licensure on 1) the holding of a master’s degree and 2) passage of the SLLA. We believe strongly that eliminating the teaching requirement for someone who is responsible for the oversight and review of a school’s teaching staff, in addition to the ultimate success of students, represents unsound educational as well as business practice, and we would urge you to reject such a proposal.</p> <p>Regarding the possible proposal for a School Managers license, we would note that the General Assembly reviewed the issue of “ school operations and business managers” in its consideration, and ultimate defeat, of HB 1771 and concluded that schools currently are not prohibited from hiring managers in a number of areas of school operations to assist principals. It was also brought out in testimony that assistant principals currently handle a number of jobs related to school operations, and that full funding of Board’s SOQ revision item included in its 2004 recommendations to add more assistant principals in the SOQ was more critical at this time than adding a new license for a “school manager”. We would concur with this assessment and would ask that the Board continue to support full funding of all of the 2004 SOQ revision items.</p>
9/15/2005	Dr. Gail Pope	Associate Superintendent, Manassas Park City Schools	As educators and administrators we strongly urge you to keep the three year teaching requirement as part of the licensure requirement for administrators. There are many reasons why this requirement is significant to the success of a school administrator especially as it relates to teacher evaluation. A classroom observation requires background knowledge, coupled with experience, in the development and presentation of instruction. One may be able to learn the process and procedure for developing and delivering a lesson. However, it takes practice and experience to
9/15/2005	Dr. Perry Pope	Principal, Osbourn High School, Manassas City Schools	

Date	Name	Title & Organization	Comments on Administration and Supervision
			discern when learning is taking place. Research tells us that it takes five years for a teacher to master the art and science of teaching. How can someone who has never had the experience of doing this most vital job recognize excellence, much less evaluate it?
9/16/2005	B. Colleen Shuda	Principal, Luray Elementary	I do not agree with the new proposed licensure requirement that removes the requirement for teaching experience for principals.
9/19/2005	Princess Moss	President, Virginia Education Association	<p>I want to that you and the Board for favorable action to reinstate that a candidate for principal or assistant principal has 3 years teaching experience. In the Report on the 2001 Virginia Principals Study conducted by The College of William and Mary, a substantial majority of principals identified their experience as a teacher and their experience as an assistant principal as most valuable. Our colleagues in the VASSP validate those findings.</p> <p>The VEA urges the Board of Education to also include teaching experience as a requirement for those candidates seeking an alternate endorsement. VEA believes that all principals, regardless of method of entry into that critical leadership position, need the same level of teaching experience to evaluate personnel and critical data while leading by example.</p> <p>The VEA is supported by conclusions reached by the <i>Commission to Review, Study and Reform Educational Leadership</i>. House Document 14 states that, “Modifying Board regulations to allow teaching experience...” (page 30, footnote 89 of HD 14, 2003)</p> <p>We believe that the Board’s thorough review and thoughtful consideration of all aspects of licensure are essential to student success, and we appreciate your willingness to solicit the view of all parties involved in making our schools successful.</p>
9/16/2005	Dr. William F. Flora	Executive Director, Virginia Middle School Association	Virginia Middle School Association.
9/16/2005	Dr. Elizabeth Dore	President, Virginia Middle School Association	<p>As an association we strongly support the Board’s recent decision to reinstate the teaching requirement for instructional leaders and potential instructional leaders seeking Level I endorsement and agree teaching experience is essential to a school leader’s credibility and effectiveness as well as the ability to evaluate and assess staff and successfully manage student’s educational progress. However, we are strongly opposed to the decision to remove the teaching requirement for a candidate seeking the same endorsement through an alternative route. Having different standards for the same position with the same job responsibilities sends mixed signals to educators as well as the public, and we would respectfully request this decision be reviewed and reversed.</p> <p>We also feel the teaching requirement should be integral in leadership licensing regardless of the route to endorsement. School level administrators who have not been in a classroom do not have the experiential base to discern complex leadership decisions impacting children, staff, parents, and community.</p>

Date	Name	Title & Organization	Comments on Administration and Supervision
			<p>. Comments from administrators:            “I have read everyone’s spin...What disturbs me is that in the interim student success and sometimes teachers’ careers are negatively impacted by the mistakes made by the administrator. I like to see administrators come through the rank and be successful teachers.”</p> <p>“My perspective is as a parent and as an experiences manager/leader...having principals without modest (I consider 3 years as modest) teaching experience would lead to more “business” focus in our schools and less attention on learning.”</p> <p>“I can see some positives to having good business leaders as principals. I think that in our concern to find able bodies to fill school administrator positions in the future that we ought not rush to lower “critical” requirements. That being said however, as a parent, I fear having principals without modest (I consider 3 years modest) teaching experience would lead to more “Business” focus in our schools and less attention on “learning.””</p> <p>“I agree with the others regarding my support of requiring an individual to have at least 3 years of classroom experience prior to becoming highly qualified as a principal...I grant the shortage of administrators may bring significant changes with licensure, but I think the school and classroom experience affords a prospective administrative candidates need that can only be obtained through this experience.”            “I strongly believe that an effective administrator must spend a minimum of three years in the classroom before assuming a leadership role.”</p> <p>“As a central office administrator, I would not want to hire a principal who was not a teacher and in my current position it has been a rare moment to see a successful division leader who did not serve as a teacher and school leader...I am very against a reduction in the requirements for prior teaching experience.”</p> <p>Please keep Virginia as a national leader in education. We feel the choice to allow those with no prior teaching experience, and possibly no prior education experience, to achieve endorsement as a school administrator to be a choice which would result in systemic problems. These problems would not be undone for years, during which time the youth of the Commonwealth will suffer.</p>
9/16/2005	Bill Oehrlein	Principal, Hayfield Secondary, Fairfax County Public School	I believe very strongly that classroom teaching experience is crucial to the success of principals and assistant principals as they lead their schools to success. Principals must be able to relate to the experiences of classroom teachers and communicate as the school’s instructional leader.
9/16/2005	Peter J. Noonan	Principal, Centreville High School	I believe very strongly that classroom teaching experience is crucial to the success of principals as they lead their schools to success. Principals must be able to relate to the experiences of classroom teachers.
9/16/2005	Jennifer Beach	Fairfax County Public Schools	I urge the board to continue to require that school principals have classroom experience. We are all here to serve the kids, and only by actually can a leader

Date	Name	Title & Organization	Comments on Administration and Supervision
			understand what that truly means.
9/15/2005	Dr. Matthew Eberhardt	Assistant Superintendent, Instruction, Clarke County Public Schools	Without hesitation and most adamantly, we oppose such an action to remove the teaching requirement for a principal licensure. I represent Superintendent of Clarke County Public Schools, Sr. Smalley. Also, all 6 principals in the district oppose this action as well.
9/15/2005	Lisa Reinshuttle	Student Learning and Professional Development, Prince William County	I understand that the State Board of Education is seriously considering removing the three year teacher licensure requirement for future school administrators. I would urge you to please oppose this proposition.
9/15/2005	Theresa A. Tempesta	Teacher, Massaponax High School, Spotsylvania County Public Schools	Strongly oppose teaching requirement being dropped from administrator license. Those who have not been teachers cannot relate to classroom teachers. Please persuade the state to reevaluate this proposed plan of action.
9/16/2005	Ellen McCarthy	Assistant Principal, Mountain View Alternative High School	I firmly believe that teaching experience should remain a prerequisite for licensure as a school administrator. The classroom is a unique environment requiring a careful balance content knowledge, child psychology, learning theory and motivational skills...An educator, by definition, should have experience at educating. The word "principal" itself derives from the term "principal teacher," accorded to the teacher who was responsible for securing materials, organizing classrooms and mentoring new teachers. I urge you to continue the current requirement of 3 years of teaching experience for licensure as a principal.
9/15/2005	Robert Palermo	Assistant Principal, Thomas Jefferson Elementary	I would like to express my opinion about the possible change that would allow principal licensure without teaching experience. I have relied most heavily on my 24 years of classroom experience to help establish high standards in a supportive environment in my three years as an assistant principal...I see the role of the principal as the primary educator or lead teacher in the building, and experience in the classroom is essential in that role.
9/15/2005	John Smith	Assistant Superintendent for Personnel and Administration, Page County Public Schools	I was shocked to hear that the State Board of Education is strongly considering removing the three year licensure requirement for school administrators...I am very discouraged that a decision of this magnitude would not be shared with educators across the state...It is hard for me to believe that the State Board of Education would consider such a move if they were truly interested in the education of our students.
9/15/2005	Joyce Jenkins-Wimmer	Director of Instruction, Warren County Public Schools	I would like to express my deep concern that there is a consideration of removing the 3 year teaching experience as a requirement for principal licensure. We desperately need school principals to be instructional leaders in they building they serve...Instructional leadership, leading learning, is very different from Supervisory/Managerial Leadership, leading adults and programs...I am strongly opposed to removal of the 3 year experience as a requirement for principal licensure.
9/16/2005	Catherine H. Marston	Principal, Stanley Elementary, Page County Public Schools	I have a very strong feeling about the new regulations for principals. I believe to be a good administrator you must have teaching experience.
9/16/2005	David G. Smith	Principal, West Springfield High School	I believe very strongly that classroom teaching experience is crucial to the success of principals as they lead their schools to success. Principals must be able to relate to the experiences of testing and No Child Left Behind. I strongly urge the State Board to carefully consider this decision and seek input from Virginia Principals before proceeding.
9/19/2005	John B. Shinberger	Educator	Teaching experience should be required. Hands on experience is a very valuable

Date	Name	Title & Organization	Comments on Administration and Supervision
			commodity and unless you have “paid” the price you never really have a clue as to how things need to be handled...Please, please reconsider and at the very least make these “new” principals go through the ropes as a teacher first, assistant principal and then have to gain a principals position through their merit and educational experience...I implore your support in defeating this proposal or at the very least amending it so it is a fair playing field.
9/19/2005	Carol E. Johnson	Assistant Principal	I am writing to urge you to require principals to have at least 3 years of teaching experience before seeking endorsement as a principal...There are many facets of education that are best learned through experience vs. books. Please ensure that this experience remains a requirement of the principal licensure requirement.
9/17/2005	Brenda Bushey	Principal, Shenandoah Elementary School, Shenandoah County Public Schools	I am dismayed to hear about the proposal to change licensure for principals in Virginia...A principal’s job is unique. It requires that a person be able to manage building and budget and personnel, as in any other business, but it also requires that a principal be able to advise and direct teachers in instructional issues and to love and understand students and how they learn...Principals who have no successful classroom experience would simply not be able to do that very important part of the job effectively, nor would they be able to garner the respect of their staffs...I respectfully ask that the Board reconsider this proposed change.
9/16/2005	Roberto A. Pamas	Principal, Fairfax County	I believe very strongly that classroom teaching experience is crucial to the success of principals and assistant principals as they lead their schools to success. As the school’s instructional leader, principals must be able to relate to the experiences effectively and timely. Instructional leadership is especially true, important and needed in this time of high stakes testing and No Child Left Behind...I strongly urge the State Board to carefully consider this decision and seek input from Virginia Principals before proceeding.
9/16/2005	Raye M. Tupper	Executive Director of Human Resources and Instruction, Rappahannock County Public Schools	Principals, now more than ever, must be prepared to provide effective instructional leadership...An excellent principal is able to both manage and lead. Teachers deserve and need building administrators who have the background and skills necessary to help them navigate through the high expectations set forth by NCLB and state accreditation standards...A three-year requirement is already bare minimum.
9/15/2005	India M. Harris	School Administrator	Opposes the proposal to administrators not required to have teaching experience.  This decision would undermine the teaching profession and it would send a clear message to teachers that the profession is not respected or valued by our state...expecting teachers to be directly supervised and evaluated by people who have never set foot in a classroom is ludicrous...Instructional leadership is what our schools need at present, not “management” by persons with no classroom experience...This decision would greatly harm the morale of teachers (which is already a problem) and it would undermine the authority of the administrator in question...To expect teachers to respect and defer to the knowledge of persons with no classroom experience would set both the teachers and the administrator up for major problems. If people from outside of the field of education wish to become school administrators, we welcome them, but they need to experience life in the

Date	Name	Title & Organization	Comments on Administration and Supervision
			classroom first. It is an intrinsic part of effective school leadership.
9/15/2005	Ann Etchison	Executive Director, Virginia Association for Supervision and Curriculum Development	<p>The VASCD Board encourages the State Board to include teaching experience as a requirement for those candidates seeking an alternative endorsement as well...we feel strongly that to be an effective school administrator, building leaders must experience the rigor and reality of classroom teaching first hand...We believe that aspiring school administrators must possess knowledge and skills about instruction gained though teaching experience to be effective instructional leaders and to provide useful feedback that enhances both teacher performance and student achievement...</p> <p>While we support the Board's efforts to create flexibility in some area that will promote alternative ways to licensure and address the impending dearth of school administrators, we urge you to consider teaching experience as a critical component of any endorsement program for building administrators.</p>
12/4/2006	Barbara Warren Jones	President – Tidewater Association of School Personnel Administrators – Region II	<p>On behalf of the Region II Tidewater Association of School Personnel (TASPA) membership, we present the following comments and concerns highlighting the prospective changes to licensure specifications and the serious impact that they will have on Virginia's Region II school divisions if implemented.</p> <p>We support the Alternate Route to Administrative Licensure. This could be utilized in the event of critical shortage or unique need.</p>
11/9/2006	Megan Tschannen-Moran  Theodore Creighton   Ann J. Vinson  Dr. Whitney Sherman  Charles Hinsch  Nate Leach	The College of William and Mary School of Education  Professor and Program Leader Educational Leadership and Policy Studies Virginia Tech  Assistant Professor Department of Educational Leadership and Counseling Old Dominion University  Instructional Technology Teacher Specialist – Granby Elementary and Tidewater Park Elementary  Special Education Teacher/Asst. Football Coach York High School	<p>I write to protest the proposed modification to 8 VAC 20-22-590 Section B (p. 53) that would grant a full, portable professional license in school administration and supervision to anyone who is recommended by a superintendent, holds a masters degree of any kind, and passes both the SLLA and two courses in school leadership.</p> <p>I urge the Virginia Board of Education to revise the proposed Licensure Regulations to ensure greater knowledge and competencies of people who are granted such an important professional license.</p> <p>Please change the proposed modification to additionally require:</p> <ol style="list-style-type: none"> <li>1. Demonstration of proficiency in special education, school finance, and instructional leadership, as well as successful completion and/or meeting of the Child Abuse Recognition and Intervention training and the Technology Competencies required of classroom teachers.</li> <li>2. Written attestation from the recommending superintendent that the candidate for licensure has had: <ol style="list-style-type: none"> <li>a. A minimum of five years of high performance in a leadership role in a previous position or career.</li> <li>b. Relevant experiences pertaining to leading, managing, or conducting instructional or training programs, whether with children or with adults.</li> </ol> </li> <li>3. That the hiring school division must provide a supervised internship,</li> </ol>

Date	Name	Title & Organization	Comments on Administration and Supervision
	Travis Burns	Assistant Principal – GHS	<p>parallel to that required of a candidate entering the profession through the approved program route. The candidate must have a trained mentor. The candidate would work for the first year on a local license and would not receive a permanent license until successful completion of the internship.</p> <p>If these provisions are not met, candidates recommended by superintendents to assist with situations of extreme shortage should be granted only local, provisional licenses, in keeping with current practice.</p>
	Dr. Linda Hutchinson		
	Laura K. Jones		
	Dr. Jennifer Hindman	Teacher Quality Resource, LLC	
	Penny Brooks	Assistant Principal Westside Elementary School Isle of Wight Public Schools	
	Farrah N. Hargrove	Special Education Teacher Greenbrier Intermediate Chesapeake Public Schools	
	Dr. David W. Gaston	Principal James River Elementary School Williamsburg-James City County Public Schools	
	Heather Long		
	Rev. David M. Hindman, D. Min., M.A., Ed.D.	United Methodist Campus Minister The Wesley Foundation at the College of William and Mary	
	Theresa Krause	English Instructional Supervisor Newport News Public Schools	
	Dr. Pamela Tucker	Associate Professor Curry School of Education University of Virginia	
	Dr. William Owings	Professor Graduate Program Director for Education Leadership Old Dominion University	
	Lisa A. Tilley		

Date	Name	Title & Organization	Comments on Administration and Supervision
11/17/2006	Beth Knight Brown	Director of CTE/Gifted Education Middlesex County Public Schools	<p>I was alerted this morning in a recent email to the following statement and would like to provide you with an appropriate response.</p> <p><i>The Virginia Board of Education proposes to grant any person with a Masters degree in any subject a permanent, renewable, and portable professional license in school administration and supervision upon the recommendation of a superintendent and as little as two courses in leadership preparation and the passage of a simple test. These persons would not have to hold a teaching license or have any experience in a K-12 setting, and yet they would be charged with the oversight of the instructional program of a school and the supervision of teachers and other school personnel.</i></p> <p>I feel that principals need to be endorsed and come onboard with full leadership credentials. Virginia needs uniform training in administration and leadership with an emphasis on CURRICULUM. I am worried that the italicized statement above could result in ATHLETIC COACHES AS PRINCIPALS as an evolutionary outcome statewide in many of our high schools. High schools could fast become less rigorous academically, but indeed more athletic! With data driven decision making and high stakes testing being the norm today, we need an experienced educated leader in every school who has passed a challenging variety of essential educational courses, attained a high score on a national exam based on ISSLC standards, completed a supervised internship <i>and earned</i> an endorsement as a principal.</p> <p>What we need to consider is how to get good teachers to become administrators by offering excellent programming which will prepare them for the leadership requirements of tomorrow. There are some higher education programs out there that do a great job at this. Virginia Commonwealth University has one of the best. I feel that every ounce of my education at VCU in the post master's certificate program in Educational Leadership has prepared me to be an administrator in a very efficient way. But I had to search long and hard to find a program that would fit a busy teacher's schedule and pocketbook.</p> <p>The courses I took through VCU were a perfect component to prepare me to do an excellent job in any administrative setting. They were taught by highly qualified faculty and professional administrators from neighboring school divisions as well. In this way, a blend of philosophy, theory, and <i>practice</i> were incorporated. The classes were not taught on the campus of VCU but at a satellite campus (high schools) in the suburbs, lowering the cost of tuition and decreasing the travel time for me. I traveled from my school in Newport News around two o'clock in the afternoon to Hanover for four o'clock classes and completed the twenty-one hour post-masters certificate program in less than two years. More people would be qualifying and taking classes if there were more programs like the one VCU offers. These low cost accessible programs can attract more teachers to become administrators.</p> <p>Please do not allow a lack of accessible program offerings in higher education and</p>

Date	Name	Title & Organization	Comments on Administration and Supervision
			<p>foreseeable shortage of administrators to equate to decreased requirements or alternative options for administrators to be. Your current licensure requirements are justifiable and realistic. The real issue here is figuring out how to attract future administrators to meet those expectations quickly. The solution I feel is to offer more off campus offerings at satellite campuses within school divisions to get people qualified! Encourage post-master certificate programs. Mandate school divisions to create leadership academies. I urge you to strongly reconsider taking any alternative options like the above proposal and put your effort into encouraging the existence of excellent, efficient, and economical professional development options like the one at VCU for educators who want to be administrators.</p>
11/29/2006	Dr. Christopher R. Gareis	Assistant Professor of Educational Leadership The College of William and Mary	<p>I am writing to propose the amendment of the proposed modification to 8 VAC 20-22-590 Section B (p. 53) that would grant a full, portable professional license in school administration and supervision to anyone who is recommended by a superintendent, holds a masters degree of any kind, and passes both the SLLA and two courses in school leadership.</p> <p>With nearly two decades of service to K-12 schools in Virginia, as a classroom teacher, assistant principal, principal, central office administrator, and professor of educational leadership, I see the proposed licensure regulation as well intentioned, but inadequately designed. In short, the idea of creating an alternate route to school leadership is laudable, but my experiences with alternate routes of other sorts in the field of education tell me that poorly designed alternate routes that sacrifice substance for ease of entry into the field most often result in very bad educational experiences for children and very unhappy parents.</p> <p>I urge the Virginia Board of Education to revise the proposed Licensure Regulations to ensure greater knowledge and competencies of people who are granted such an important professional license.</p> <p>As an alternative to the proposed licensure regulation, I suggest the following requirements:</p> <ol style="list-style-type: none"> <li>1. Demonstration of proficiency in school law, special education, school finance, and instructional leadership, as well as successful completion and/or meeting of the Child Abuse Recognition and Intervention training and the Technology Competencies (both of which are required of classroom teachers in the Commonwealth).</li> <li>2. Written attestation from the recommending superintendent that the candidate for licensure has had: <ol style="list-style-type: none"> <li>a. A minimum of five years of high performance in a leadership role in a previous position or career.</li> <li>b. Relevant experiences pertaining to leading, managing, or conducting instructional or training programs, whether with children or with adults. (Some may argue that requiring this of</li> </ol> </li> </ol>

Date	Name	Title & Organization	Comments on Administration and Supervision
			<p>superintendents is an imposition on them and calls into question their intent. On the other hand, it is vitally important to provide for some checks-and-balances when allowing for an alternate route to replace licensure regulations that require far, far more of accredited universities that currently serve to recommend candidates for licensure.)</p> <p>3. That the hiring school division must provide a supervised internship, parallel to that required of a candidate entering the profession through the approved program route. The candidate must have a trained mentor (just as the Commonwealth requires of every novice teacher in the state). The candidate would work for the first year on a local license and would not receive a permanent license until successful completion of the internship.</p> <p>If these provisions are not met, candidates recommended by superintendents to assist with situations of extreme shortage should be granted only local, provisional licenses, in keeping with current practice. To grant full professional licensure through minimal criteria is a short-sighted attempt at a solution to complex and long-term challenges that confront our schools, our state, and our society.</p> <p>Thank you for your consideration of my very earnest thoughts on this matter.</p>
11/30/2006	Dr. Christopher R. Gareis	Assistant Professor of Educational Leadership The College of William and Mary	<p>I write to urge the Virginia Board of Education to revise the proposed Approved Program Regulations before final approval. Specifically, I write to address 8 VAC 20-542-530 Administration and Supervision, section 3 (on page 116), which describes requirements for the administrative internship. While I commend the proposal to increase the rigor of the administrative internship, I foresee that the unintended consequence of the sharp increase required clock hours will (1) put an undue burden on qualified teachers seeking to become licensed, practicing school leaders and (2) inadvertently contribute to the shortage of qualified educational leaders. What is more, I raise these concerns because there is no research-based evidence that increasing internship hours will measurably improve the performance of school leaders or, ultimately, student learning.</p> <p>With this in mind, I suggest that 8 VAC 20-542-530 Administration and Supervision, section 3 be edited by striking the words "440 clock hours" so that section 3 would read "Complete a minimum of 320 hours of a deliberately structured and supervised internship..." Based on my own research on this topic, participation in several VDOE committees that investigated the topic, and my own experience as a former school principal, who was trained in Virginia, I believe the rigorous but reasonable requirement of 320 hours sets a sufficiently high criterion of excellence, whereas the proposal to increase the required hours to 440 would create an undue burden on the very people we all want to attract to positions of school leadership, without any evidence that the increase in hours would result in any appreciable difference in quality of preparation.</p>

Date	Name	Title & Organization	Comments on Administration and Supervision
11/29/2006	Dr. Cheryl Magill	Department of Educational Leadership School of Education Virginia Commonwealth University	<p>Thank you for your consideration of my thoughts.</p> <p><u>Proposed language from 8 VAC 20-542-60: Regulations Governing the Review and Approval of Education Programs in Virginia</u></p> <p><i>PART IV: Standards for Board of Education Approved Accreditation Process</i> 8 VAC 20 -542-60.A.6C. (pages 9-10): “...Programs in administration and supervision...provide at least 440 clock hours of field experiences with a minimum of 320 clock hours as part of a deliberately structured internship over the duration of a preparation program.”</p> <p><i>PART VII: Competencies for Endorsement Areas</i> 8 VAC 20-542-530 (page 56): “3. Complete 440 clock hours with a minimum of 320 clock hours of a deliberately structured and supervised internship that provides exposure to multiple sites with diverse student populations...”</p> <p>COMMENTS: The Department of Educational Leadership supports the concept of having candidates participate in deliberately structured and supervised internship experiences in varied settings with diverse student populations throughout the preparation program. Regulations should maintain language that allows preparation programs to maintain the flexibility to align these experiences with the goals and objectives of courses throughout the program, as well as provide extended experiences of at least 120 hours in a formal culminating “internship” course, as is intimated in 8VAC 20-542-60A.6.C. Slight variations in proposed language regarding these internship experiences in the above two sections does not make this clear, and the language should be consistent in both</p> <p><u>Proposed language from 8 VAC 20-22-10: Licensure Regulations for School Personnel</u></p> <p><i>PART VI: Licensure Regulations Governing Support Personnel</i> 8 VAC 20-22-590. Administration and supervision preK-12 (page 33):</p> <p>“B. Approved program route to Level I administration and supervision preK-12 endorsement. To become eligible for a Level I endorsement under this option, the candidate must have: ...</p> <p>4. Completed a minimum of 320 clock hours of a deliberately structured and supervised internship that provides exposure to multiple sites (elementary, middle, high, central office, agency) with diverse student populations. These experiences shall be an integral component of a Virginia Board of Education approved preparation program. The internship must be focused on learning for all students</p>

Date	Name	Title & Organization	Comments on Administration and Supervision
			<p><i>and must occur in a public school or accredited nonpublic school...”</i></p> <p>COMMENTS:</p> <p>Again, the Department of Educational Leadership supports the concept of having candidates participate in deliberately structured and supervised internship experiences in varied settings with diverse student populations throughout the preparation program. Language should be consistent among all sections regarding internship experiences.</p> <p>The requirement of 320 hours of internship in the proposed licensure regulations conflicts with 440 hours of internship required in the proposed approved program regulations. All sections of regulations addressing internship should require 320 hours, maintaining the requirement that these be built in throughout the program and maintaining the intent of the intimation in 8 VAC 20-542-60A.6C. that at least 120 hours will be in a “formal” culminating experience.</p> <p><i>PART VI: Licensure Regulations Governing Support Personnel</i>  <i>8 VAC 20-22-590. Administration and supervision preK-12 (page 33):</i></p> <p><i>“C. Alternate route to Level I administration and supervision preK-12 endorsement.</i>  <i>In order to be eligible for Level I endorsement under this option, the candidate must have:</i></p> <ol style="list-style-type: none"> <li><i>1. A master’s degree from a regionally accredited college or university;</i></li> <li><i>2. Completed graduate coursework addressing competencies in school law, evaluation of instruction, and other areas of study as required by an employing Virginia school superintendent;</i></li> <li><i>3. Satisfied the requirements for the school leaders licensure assessment specified by the Board of Education; and</i></li> <li><i>4. Been recommended by a superintendent in an employing Virginia school division.”</i> <p>COMMENTS:</p> <p>Structured and lengthy internship experiences are addressed three times in the proposed regulations giving credence to the importance the Board places on such experiences. The Department of Educational Leadership believes that such importance should be reflected again here. A fifth requirement for alternate licensure should be an internship experience consistent with the internship experiences as they are finalized by the Board both in the program approval regulations and in the licensure regulations. Failure to add this requirement will allow administration/supervision candidates to circumvent the internship requirement entirely by seeking endorsement through this alternate route. It is clear from the proposed regulations noted earlier that the Board’s intent is to strengthen the internship experiences of candidates, and not to establish means by which the internship can be avoided.</p> </li></ol>

Date	Name	Title & Organization	Comments on Administration and Supervision
			<p>The Department of Educational Leadership believes that the Board understands the critical role school administrators and supervisors play in improving student achievement. Therefore, the alternate licensure regulations should require a master's degree in an education-related field from a regionally accredited college or university.</p> <p>The Department of Educational Leadership understands that the Board wishes to provide school division superintendents the flexibility to find the best "match" between school administrators, supervisors, and the schools they will lead. A proposed alternate route to Level I administration and supervision would accomplish this. However, what one school division superintendent determines to be a good "match" may not meet the needs of another school division superintendent. Therefore, the Department of Educational Leadership believes that the alternate route administration/supervision endorsement should parallel the intent of the Board's "local eligibility license" for teachers as described in 8 VAC 20-22-50 by being:</p> <ul style="list-style-type: none"> <li>a three-year (maximum) non-renewable endorsement;</li> <li>non-transferable to other school divisions</li> <li>exempt from reciprocity with other states</li> </ul>
12/1/2006	Antoinette Brady	Librarian Westside Elementary School Isle of Wight Public Schools	<p>Coming from a family of educators and a father who was a superintendent for over 20 years, I can have grown up around educators of all educational levels. I have also worked for 4 local school systems in the Tidewater area, in the last 12 years, in positions ranging from tutor to HR administration. I have encountered many school administrators that were excellent to, in my opinion, awful, regardless of educational level. Because of my experiences in education, I am a firm believer that college classes and degrees are only a part of what makes an effective administrator.</p> <p>I understand the VA DOE's position to increase the number of applicants available for vacant school administrative positions. Given this current proposal, the final decision to hire is STILL up to the individual school system. It is up to the school system to create a mentor or monitoring program to oversee and guide these potential administrators on the right and EFFECTIVE path for students' success in school.</p> <p>Therefore, my personal opinion is that I do not oppose this proposal due to the fact that the final decision to hire is STILL up to the individual school system and superintendent.</p>
12/15/2006	Dr. David Parks		<p>Internship and Clinical Experiences</p> <p>I am in favor of holding the line on the proposed internship and clinical experience hours and requirements as specified in both the proposed certification and program approval regulations. An internship of 320 clock hours and embedded experiences in courses of 120 clock hours are minimal for preparing school leaders. Although the other requirements for clinical experiences do not go far enough, they are a step in the right direction.</p>

Date	Name	Title & Organization	Comments on Administration and Supervision
			<p>Principals and superintendents criticize preparation programs for not being sufficiently connected to the field. If the hours of experience in schools with an able mentor principal or supervisor are diminished, candidates preparing to be leaders will be left with more of the same kind of university classroom experiences that are described by superintendents and principals as outdated, too theoretical, and disconnected from the work of school leaders.</p> <p>I have heard the arguments for reducing the internship and clinical hours because of inconvenience to students and hardships that may be imposed on them due to work hours. Inconvenience and hardships are not good reasons to reduce the experiential requirements in preparation programs. I have been associated with a program that has an internship requirement of 720 clock hours over two years, and students have been able to meet that requirement. The preparation of school leaders is too important to be based on the convenience of any group. The stakes for the education of children are much too high.</p> <p>Summaries of the criticisms of preparation programs from three recent studies follow. The summaries are taken from a paper (Parks, Creighton, &amp; Awuor, 2006) that is being prepared on the preparation of school leaders, and they provide the data supporting my position.</p> <p>(Farkas, Johnson, Duffett, Foleno, &amp; Foley, 2001)</p> <p>Responding superintendents and principals were not happy with preparation programs for school leaders. Eighty percent of the superintendents and 69% of the principals said that “typical leadership programs in graduate schools of education are out of touch with the realities of what it takes to run today’s school district”(Farkas et al., 2001, p. 35). The chief complaints were that the content of the programs was too theoretical and too oriented toward preparing researchers rather than practitioners.</p> <p>(Farkas, Johnson, Duffett, Syat, &amp; Vine, 2003)</p> <p>Again in this survey, as in the 2001 survey, about 7 in 10 superintendents (72%) and principals (67%) said that the statement “typical leadership programs in graduate schools of education are out of touch with the realities of what it takes to run today’s school district” was close to their point of view (Farkas et al., 2003, p. 54) . Only 2% of the superintendents and 4% of the principals said that “graduate school studies” were the “most valuable” activities in getting them ready for their jobs. Although these statistics don’t place preparation programs in a very favorable light in the minds of superintendents and principals, all is not dim, for 69% of the superintendents and 74 % of the principals said that they found “some useful things” in their university preparation programs. There was no mention of what these “useful things” were.</p>

Date	Name	Title & Organization	Comments on Administration and Supervision
			<p>Nor did certification requirements fare well in the minds of superintendents and principals. Few superintendents (8%) and principals (21%) thought that certification “guarantees [that the] typical principal has what it takes” (Farkas et al., 2003, p. 40). Forty-five percent of the superintendents and 36% of the principals believed that certification “guarantees very little.” Both groups (74% of the superintendents and 78 % of the principals) said that the requirements for certification should be changed to include more practical experiences. Because certification and preparation program requirements go hand-in-hand in most states, these data provide more evidence that preparation programs don’t fare well in the minds of principals and superintendents.</p> <p>(Levine, 2005)</p> <p><i>Curriculum.</i> There is no clear basis for the curriculum in most programs; it is a mere “collection of courses” (Levine, 2005, p. 27). Students aren’t held to high standards of performance in courses (44% of the principals said that “the school of education curriculum lacked rigor” (Levine, p. 30); the content is not focused on the needs of school leaders in today’s environment (47% of the principals and 39% of the alumni from the educational leadership program said that “the school of education curriculum was outdated” (Levine, p. 30); and large proportions of alumni gave “fair to poor” ratings on the preparation of school leaders for working with local politics (50%), diversity—environmental (41%), socio-economic (41%), ethnic and racial (38%); bureaucracies and external stakeholders (35%); and accountability (31%). Thirty-seven percent of the principals said that “education schools do not adequately prepare their graduates academically” (Levine, p. 30). Both alumni and current students said that the curriculum was too theoretical and reported that they would prefer more field-relevant content delivered in an active learning environment.</p> <p>Clinical experience has become institutionalized in educational leadership programs. Nearly all programs include some form of clinical experience. In the 25 schools of education visited by Levine’s team, 24 of them had either an internship or a practicum. Beyond having clinical experiences in the curriculum, Levine had little good to say about the quality of them. My interpretations of his conclusions are that the experience is--</p> <ul style="list-style-type: none"> <li>• Too narrow, being confined to the candidate’s home school.</li> <li>• Not adequately supported by carefully selected, trained, and supervised mentors.</li> <li>• Not adequately planned, being left to the mentoring principal to assign tasks related to state certification requirements.</li> <li>• Not taken seriously by candidates, mentors, or campus supervisors.</li> <li>• Not extensive enough in both time spent with the mentor and the intensity (now completed in small time blocks at convenient times for both mentor and intern) of the experience.</li> </ul>

Date	Name	Title & Organization	Comments on Administration and Supervision
			<ul style="list-style-type: none"> <li>• Not integrated with the rest of the curriculum in the program.</li> <li>• Not supervised by professors who have experience in the field.</li> </ul> <p>The above criticisms do not apply to all programs; however, they do apply to many.</p> <p><b>Alternative Licensure of Principals and Supervisors</b></p> <p><b>I am in favor of the proposal for alternative licensure of principals and supervisors.</b></p> <p>I fully realize that alternative licensure has the potential to compete with traditional preparation programs; however, I view this competition as healthy for traditional preparation programs, the public schools, and children. Criticisms of traditional programs have fallen on deaf ears for more than a generation of professors. Possibly, some competition from this alternative route and from alternative division-based programs will cause the new generation of faculty to take notice and make substantive changes in their programs. School divisions will have more options when hiring principals and supervisors. There may be good candidates for these positions outside the field of education (or within), and school superintendents should have the option of hiring them and being accountable for their performance. It is expected that special mentoring and training will be necessities for many if not all of these. In the end, I believe the children will be the beneficiaries. They will have the benefit of improved preparation programs and capable principals and supervisors who can guide their educational development.</p> <p style="text-align: center;">REFERENCES</p> <p>Farkas, S., Johnson, J., Duffett, A., Foleno, T., &amp; Foley, P. (2001). <i>Trying to stay ahead of the game: Superintendents and principals talk about school leadership</i>. New York: Public Agenda.</p> <p>Farkas, S., Johnson, J., Duffett, A., Syat, B., &amp; Vine, J. (2003). <i>Rolling up their sleeves: Superintendents and principals talk about what's needed to fix public schools</i>. New York: Public Agenda.</p> <p>Levine, A. (2005). <i>Educating school leaders</i>. Washington, DC: The Education Schools Project.</p> <p>Parks, D., Creighton, T., &amp; Awuor, R. (2006). <i>Educational leadership: Voices from the field</i>. Unpublished manuscript, Blacksburg.</p>
12/15/2006	Nancy L. Munden	Human Resources Licensure Analyst Hanover County Public Schools	Also, why weaken the Administration and Supervision endorsements. If non instructional school building personnel are necessary in a school division, let the school divisions handle it.

Date	Name	Title & Organization	Comments on Administration and Supervision
12/15/2006	Dr. David Parks	Professor, School of Education Virginia Tech	<p>Alternative Licensure (Recommended Change in Wording)</p> <p>One of the criticisms of programs is that they aren't relevant to the work of principals and supervisors; they focus too much on management of schools and too little on the core of learning, instruction, curriculum, and data-based leadership. Thus, I propose the following change in the alternative licensure regulations:</p> <p>2. Complete[d] graduate coursework addressing competencies in <del>school law, evaluation of instruction,</del> learning, instruction, curriculum, data-based leadership, and other areas of study as required by an employing Virginia school superintendent;</p> <p>My thinking is that superintendents would add in the school law and other areas of managerial study that they thought would help the new principal. To be successful, however, new principals must hit the ground with strong instructional knowledge and skills. This wording would keep in front of superintendents and candidates this important core of work.</p> <p>My second recommendation is in the proposed changes in the approved program regulations.</p> <p>Approved Program for Level I Certification of Principals and Supervisors (Add an Item to <b>8 VAC 20-542-530. Administration and supervision prek-12, Part 2.a.</b></p> <p>I recommend adding a 9<sup>th</sup> item as follows:</p> <p>a. Knowledge understanding, and application of planning, assessment, and instructional leadership that builds collective professional capacity, including;</p> <p>9. An understanding of laws, rules, and regulations governing special education and the ability to develop with teachers and specialists relevant IEPs and programs that prepare special needs students for independent, productive lives in a global society;</p> <p>I hear directors of special education speak about principals who know little about special education programs and procedures. Therefore, I urge you to add a statement like the one above or some other that highlights the importance of knowledge, skills, and dispositions in special education for principals and supervisors.</p>
12/15/2006	Dale Sander	Superintendent	We oppose the following proposed revision:
	Marceline R. Catlett	Assistant Superintendent for Instruction and Personnel	8 VAC20-22-590. <b><u>Level I and Level II Administration and Supervision PreK-12 endorsement.</u></b>

<b>Date</b>	<b>Name</b>	<b>Title &amp; Organization</b>	<b>Comments on Administration and Supervision</b>
	Elaine A. Garner	Supervisor of Personnel Services Fredericksburg City Public Schools	We do not see the necessity for this differentiation and again this would put another work burden as well as another financial burden on the school divisions.
12/15/2006	Vince Indelicato		<p>With regards to 8VAC20-22-590, while I do like the proposed change to allow levels of the endorsement, I believe a better designation similar to the proposed license designations in 8VAC20-22-60 should be considered. Such descriptions are much more informative to the public at large and to non-Virginia educational agencies than a simple Level I or Level II designation.</p> <p>In addition, I am not in favor of the alternate route for Level I endorsement denoted in 8VAC20-22-590.B. I am a firm believer that the best managers and administrators in any field are those that have “come out of the ranks”. To remove the requirement that a person seeking the Administration and Supervision endorsement have at least three years of full-time experience as a classroom teacher gives the possibility that schools could end up being led by “professional managers” and not “managing professionals”. The only change I would make to this requirement would be to change the classroom teacher component to one requiring three years of professional experience as a classroom teacher, guidance counselor, or library media specialist. These are all considered instructional positions and are all generally school level positions as opposed to school division level positions and successful experience in any of these three types of positions would, in my opinion, prepare a person for endorsement in Administration and Supervision.</p>
12/4/2006	Phillip Hamilton	Delegate, Ninety-Third District Virginia House of Delegates Chairman Commission to Review, Study and Reform Educational Leadership	<p>I was pleased to serve as the chairman of the General Assembly’s three-year Commission to Review, Study, and Reform Educational Leadership (HJR20/SJR58). The Commission’s final report made several recommendations to reinforce the fact that effect leadership is critical to continuing to improve student performance in our schools.</p> <p>Many of these recommendations are incorporated in the proposed Regulations Governing the Licensure of School Personnel and Regulations Governing the Review and Approval of Education Programs in Virginia. Specifically addressed are the following:</p> <ul style="list-style-type: none"> <li>• Alignment of the internship with “real life” experiences, by providing a “supervised, structured experience;”</li> <li>• Adjunct faculty are to be provided with appropriate resources to ensure quality preparation of school personnel;</li> <li>• Preparation programs will be more sternly evaluated, with separate accreditation and biennial approval being required; and</li> <li>• A two-tiered licensure system composed of required (Level I) and optional (Level II) components is provided. Part of the Level II endorsement is completion of a formal induction/mentoring program as a principal or assistant principal.</li> </ul> <p>It is my belief that these and other provisions contained in the proposed regulations</p>

Date	Name	Title & Organization	Comments on Administration and Supervision
			will enhance the quality of our school leaders for years to come, and I urge you to give them your final stamp of approval as soon as possible.
12/7/2006	Dr. Glenn L. Koonce	Associate Professor Chair, Educational Leadership Program Regent University	<p>My topic: The Alternative Route to K-12 Administration and Supervision Licensure, specifically the principal and assistant principal, and the proposal to require a minimum of 440 internship hours for all candidates for licensure in an approved administration preparation program in Virginia. Let me state eight points to make it clear why I am here:</p> <ol style="list-style-type: none"> <li>1. I realize my position in your eyes as a professor. I chose to come to speak as a “recent” and long-term practitioner in the public school culture. I taught at all three levels, was an alternative school administrator, an elementary principal, junior high &amp; middle school principal, high school principal, director and assistant superintendent.</li> <li>2. I am NOT opposed to Alternative Licensure, but I am concerned about preparedness to be an effective, responsible, accountable, and “legally safe” school leader.</li> <li>3. I very much favor internships in school leadership preparation programs and would love to see a full funded year-long internship for every school leader candidate, but I am concerned about the number of hours being recommended without any support for already high-achieving and hardworking teachers who cannot afford time-wise or instruction-wise to be away from their classes...of for financial impossibilities of taking “no-pay” time off from their teaching positions.</li> <li>4. Students - #1 always. Everything done, every decision made must be focused “first” on students. I know I am preaching to the choir on that one! But to do this takes effective leadership composed of “specific” professional knowledge, dispositions, and performance related to growth, development, and learning of every student.</li> <li>5. TEACHERS – Without effective teachers in our lives...none of us would be in the positions of leadership represented here tonight. In my years as a principal, I “was” and “instructional leader”...tasked to establish, monitor, evaluate, and “restructure” what takes place in school classrooms once the teachers closed the door and instruction began.</li> <li>6. There are two things that are “essential” in school leadership, no broad stroke leadership but very specific, new general leadership, First, is maintaining school safety (school children and your adults better go home in the afternoon the way they came to school that morning – SAFE)...and second, is improving student achievement for every single child and young adult. The other tasks in school leadership are merely important. There are 5 standards and 148 sample performance indicators for school leaders in the Virginia Department of Education’s Guidelines for Uniform Standards and Evaluation Criteria for Teachers, Administrators, and Superintendents. Principal preparation programs, traditional or through an alternative route, must spend a majority of preparation time on what is essential not only on</li> </ol>

Date	Name	Title & Organization	Comments on Administration and Supervision
			<p>what is important. No one can just “step in” and be effective in accountability for student safety and student achievement for every student.</p> <p>7. Culture. “Uniquely”, school leaders are not in an enterprise where they control the raw product. School leaders take “all” children and young people, as the raw product and competently move them to specific outcomes. Engagement with the school culture, as the school’s leader, “is developed” not “hatched” overnight.</p> <p>8. Parents can be a huge factor in collaboratively involved activities with school leaders. An effective school leader must have the “capacity” and the “experience” to forge productive working relationships with parents.</p> <p>I want to state that whatever alternative route for K-12 Administrative and Supervisors Licensure approved by this Board, please do not “fling wide open” the gates to the principal-ship without RIGOR! Rigor is defined as the application of precise and exacting standards.</p> <p>Having said that, I again emphasize that I am not against seeking non-traditional routes to school leadership – we should always be challenging ourselves to developing [sic] the very best program for preparing school leaders. I believe an EXCELLENT PROTECTOR for this new step (risk you might say) in the recommended regulation is that is be “NON-PORTABLE”. With rigor being challenged, it would be wise not to give a statewide license, that would also have reciprocal impact with other states, based on the simple criteria being recommended.</p> <p>Let me close with an analogy I can relate to. I’ve been there! I experienced the most challenging leadership position in human existence, as a combat platoon leader in Vietnam...where the “DATA WALL” consisted of MY MEN who lived and MY MEN who died. But I was trained very well through knowledge, dispositions, and performances through a very highly standards-based program delivered by the individuals who prepared me. There were not wide-open gates for me and I did not walk in combat, in the platoon leaders boots, prior to becoming a combat platoon leader myself, although I did a brief internship on the field of battle – but I was rigorously trained and prepared when the time came for my leadership.</p> <p>I cannot imagine my men accepting a highly successful Sears &amp; Roebuck store manager who passed a battlefield preparation test and was recommended by the General to come into the “killing fields” to lead them.</p> <p>You say to me, leadership in Vietnam is not the same as leadership in a public school. Well, it is not if you look at the different cultures and the fact that the supreme sacrifice of life or horrible injuries are a real variable between the two. It does serve as a strong example (analogy-have you) when a leader is put into a</p>

Date	Name	Title & Organization	Comments on Administration and Supervision
			<p>position where he is unprepared for the task at hand.</p> <p>Our principals, each and every day are in the heat of the battle for the safety and improved achievement of “ALL” students in their school, and in a way, find themselves working with the data board of “educational life and educational death” of each one of their students. We do not want to widely, throw open the gates to such a life changing leadership position in our schools – the front line principal – by allowing a path to the principal-ship [sic] that lacks effective school leadership preparation rigor, or free reign through the state or even our country.</p> <p>Always make the children number one in your deliberations.</p>
11/29/2006	Dr. William C. Boshier, Jr.	Executive Director Commonwealth Educational Policy Institute Virginia Commonwealth University	<p><b><u>Overview of State Action for Educational Leadership Project (SAELP)</u></b></p> <ul style="list-style-type: none"> <li>• With SAELP planning grant funds, CEPT created a state consortium</li> <li>• Three summits on educational leadership – state policymakers, educators, and stakeholders – featured facilitated team discussions, and produced 85 recommendations for implementation strategies targeting leadership issues</li> <li>• The 2002 General Assembly created the HJR 20 (Hamilton)/SJR 58 (Hanger) Commission to Review, Study, and Reform Educational Leadership, to examine the policy environment for school leadership.</li> <li>• A Task Force to Evaluate and Redesign Preparation Programs and Professional Development for School Leaders, composed of educators and chaired by DeMary (DOE) and Palmiero (SCHEV), was created to closely examine policy/regulatory provisions.</li> </ul> <p><b><u>SAELP’s Link to the Proposed Regulations</u></b></p> <ul style="list-style-type: none"> <li>• The HJR 20/SJR58 Commission made six recommendations in its first year, including several that produced legislation in the General Assembly. At the conclusion of the Commission’s second year, it endorsed 12 recommendations made by the Task Force to address <u>school leader preparation, professional development and support for school leadership</u>.</li> <li>• A number of those recommendations are incorporated into the proposed licensure and approved program regulations including: <ol style="list-style-type: none"> <li>1. <u>Alignment of the internship with “real life” experiences</u> by providing for a 440-hour internship, with 320 of those hours to be a “supervised, structured experience.”</li> <li>2. <u>Preparation programs will be more sternly evaluated</u>, with separate accreditation and biennial approval being required.</li> <li>3. <u>A two-tiered licensure system</u> composed of required (Level I) and optional (Level II) components is provided. Part of the Level II endorsement is completion of a <u>formal induction/mentoring program</u> as a principal or assistant principal.</li> <li>4. <u>Adjunct faculty are to actively be involved</u> on bodies that oversee programs of the professional education program, and will be</li> </ol> </li> </ul>

Date	Name	Title & Organization	Comments on Administration and Supervision
			provided with appropriate resources to ensure quality preparation of school personnel.
12/7/2006	Megan Tschannen-Moran	Associate Professor Educational Policy, Planning and Leadership The College of William and Mary	<p>I am here tonight to speak to two proposals before the Board. Our program is widely regarded as one of the most rigorous school leadership preparation programs in the Commonwealth, and has been recognized at the national level as an innovative and effective program.</p> <p>I urge the Virginia Board of Education to revise the proposed Licensure Regulation to ensure greater knowledge and competencies of people who are granted such an important professional license in the proposed modifications to 8 VAC 20-22-590 Section B (p. 53).</p> <p>A professional, by definition, is a person who has mastered a body of specialized knowledge to be used in the service of clients and who has adopted a set of ethical standards to protect the interests of those clients. Professional practice is regulated by licenses because of the potential harm that may come to clients who put their trust in a professional who does not hold the requisite knowledge or uphold ethical standards of practice.</p> <p>The Virginia Board of Education proposed to grant any person with a Master's degree in any subject a permanent, renewable, and portable professional license in school administration and supervision upon the recommendation of a superintendent, as little as two courses in leadership preparation, and the passage of a simple test. These persons would not have to hold a teaching license or have any experience in a K-12 setting, and yet they would be charged with the oversight of the instructional program of a school and the supervision of teachers and other school personnel.</p> <p>There is no provision in the proposal of accountability for superintendents who nominate a person who proves to be ill-prepared or ill-suited to the oversight of public funds and to the education of our children. There are no protections against nepotism or political favoritism. If the person granted such a license turns out to be problematic and is asked to step down, he or she will still have a professional license to take elsewhere in Virginia or even to other states with reciprocity agreements with Virginia.</p> <p>I am alarmed at the prospect of harm that may come to the school children of our Commonwealth at the hands of persons lacking in the knowledge of instruction and the management of public resources. Our schools and our students are too precious to be entrusted to someone unable or unwilling to be properly trained to meet professional standards. This proposal is incongruous with the concerns for high standards usually shown by the Virginia Board of Education, and should be rejected.</p> <p>Please change the proposed modification to additionally require:</p> <ol style="list-style-type: none"> <li>1. Demonstration of proficiency in special education, school finance, and</li> </ol>

Date	Name	Title & Organization	Comments on Administration and Supervision
			<p>instructional leadership, as well as successful completion and/or meeting of the Child Abuse Recognition and Intervention training and the Technology Competencies required of classroom teachers.</p> <ol style="list-style-type: none"> <li>Written attestation from the recommending superintendent that the candidate for licensure has had a. A minimum of five years of high performance in a leadership role in a previous position or career b. relevant experiences pertaining to leading, managing, or conducting instructional or training programs, whether with children or with adults.</li> <li>That the hiring school division must provide a supervised internship, parallel to that required of a candidate entering the profession through the approved program route. The candidate must have a trained mentor. The candidate would work for the first year on a local license and would not receive a permanent license until successful completion of the internship.</li> </ol> <p>If these conditions are not met, candidates recommended by superintendents to assist with situations of extreme shortage should be granted only local, provisional licenses, in keeping with current practice.</p>
12/4/2006	<p>Starr Rowe</p> <p>Denise Hunt</p> <p>Eddie P. Antoine, II</p> <p>Eddie P. Antoine, II</p>	<p>Director of Human Resources Culpeper Public Schools</p> <p>Recruitment and Licensure Specialist Culpeper Public Schools</p> <p>President Virginia Association of School Personnel Administrators</p> <p>Assistant Superintendent Human Resources and Staff Support Newport News City Public Schools</p>	<p><b>8VAC20-22-590. Level I and Level II Administration and Supervision PreK-12 endorsement</b></p> <p>The proposed Career Paths for teachers, implicit in the differentiation of levels will be the expectation for salary differentiation by those who aspire to and achieve Level II. Thus, if this change is adopted, funding from the state must follow or like the Career Paths option, school divisions will be handed another unfunded mandate.</p> <p>Finally, to state that those Level I individuals who do not aspire to building leadership roles may work central office positions without taking and passing the school leaders assessment prescribed by the Board of Education does not support administrative career progression for instructional administrative personnel. Specifically, since according to Code 22.1-294 those supervisors are eligible for continuing contracts, the possibility exists that one could remain in the central office for years, thus denying career ladder progression of teachers and assistant principals who as part of the natural growth process in a school division would desire to have central office experience. Thus if this provision is adopted, 22.1-294 should be amended to state that those persons working in a central office position who have not taken and passed the school leaders assessment are not eligible to attain continuing contract status as a supervisor.</p>
12/1/2006	<p>Dr. John R. Goss, III</p> <p>Dr. H. Jurgen Combs</p>	<p>Associate Dean for Graduate Studies</p> <p>Director, Teacher Licensure</p>	<p>While it will be challenging to implement, we support the revision of the administrative licensure requirements as it will produce more effective educational leaders.</p>

Date	Name	Title & Organization	Comments on Administration and Supervision
	Dr. Pam Stockinger  Dr. Larry Brooks	Director, Master's in Teaching Program  Director, Master's in Administration Program  Shenandoah University	
undated	Mary Jo S. Howarth	Special Education Teacher	I do not support the elimination of the teaching experience requirement for the Administration and Supervision of PreK-12 endorsement. In 1994 the Interstate School Leaders Licensure Consortium established an education policy framework for school leadership. Each of their six standards begins with "A school administrator is an educational leader." I believe that an educational leader is one who understands the curriculum because they have personal experience teaching it to students. An educational leader is one who can observe their teachers and students, evaluate the instruction that is taking place, and provide feedback and guidance to improve the educational process. If this change is implemented, principals will become nothing more than business managers.
Undated	James R. Amaral	President, District 9 Virginia Education Association	In regard to the current proposal for an alternative route to administration and supervision certification, Licensure Code SVAC20-22- <b>590</b> does not require individuals to have taught in the classroom. I strongly encourage you to require those who provide curriculum leadership as well as hire and evaluate instructional staff to have a minimum of three years of classroom teaching experience. Administrators who have never taught in the classroom are limited to what they have learned in college classes and research studies to choose, evaluate, and lead teachers. However, those who have come from the classroom have first-hand knowledge of teaching that enables them to adapt pedagogic knowledge with the realistic dynamics of the classroom setting, and, as a result, are able to better create a learning environment that helps students achieve.
11/26/2006	Lois H. Stanton	President Chesterfield Education Association	Proving multiple options for licensure is appropriate; however, I am concerned about the current proposal (8VAC20-22-590) for an alternative route to administration and supervision endorsement because of the lack of a teaching requirement. The teaching requirement is critical for someone who is responsible for the leadership and evaluation of the teaching staff and the ultimate academic success of students.
9/20/2005	Sandra B. Cohen	Director, Teacher Education, Curry School of Education, UVA	8 VA C20-22-40:Conditions for licensure: We question how this will be verified and who will have to certify the applicant's character?
11/29/2006	Jeff Cobb	Vice-President Virginia Education Association	There is no substitute for teaching to properly prepare administrators and supervisors for educational leadership. Nobody can fully understand and appreciate what it takes to be a successful teacher, and therefore provide appropriate leadership and evaluation of a teaching staff, unless they have demonstrated success in the classrooms themselves. The business of education is teaching, and this is where all

Date	Name	Title & Organization	Comments on Administration and Supervision
			education leaders should begin their work...and perhaps return from time to time, as we know that teaching in 2006 has changed quite a bit within just the past few years. Therefore, VEA strongly opposes the current proposal for an alternative route to teaching and administration.
9/19/2006	Shawn Finerty  Debra Reader	Licensure Coordinator Fairfax County Public Schools  Director, Employment Services Fairfax County Public Schools On behalf of the Region IV Human Resources Directors	We support: <b>Alternative Route to Administrative Licensure.</b> This could be utilized in the event of critical shortage or unique need.

## Speech-Language Pathologist Comments

Date	Name	Title and Organization	Speech-Language Pathologist Comments
9/5/2005	Jessica J. Norton	Speech-Language Pathologist, M.S. CCC-Speech-Language Pathologist, Speech-Language-Hearing Association of Virginia (SHAV) (Vice President)	<p>SHAV would like to offer more detailed comments on the proposed addition of speech-language pathology assistants to the state licensure regulations which were discussed at the Board of Education meeting on July 27, 2005.</p> <p>First, SHAV fully supports the move of Speech-Language Pathologists from a Postgraduate Professional license to a Pupil Personnel Services license (§ VAC 20-22-670). The elimination of the Praxis I assessment will reduce the number of nationally certified Speech-Language Pathologists who move to a medical setting where these assessments are not required.</p> <p>Second, SHAV suggests renaming the master's degree licensure currently Special Education: speech-language disorders preK-12, to Speech-Language Pathologist. This title is defined in the Code of Virginia and reflects the training and expertise of the master's degree professional. This change will also help reduce the perception that requirements and training for school-based Speech-Language Pathologists are somehow different than those required by the medical setting.</p> <p>The last area of comment is regarding the addition of the speech-language pathology assistant. SHAV has grave concerns regarding the proposed endorsement of speech-language pathology assistants (§ VAC 20-22-540). Because of the current shortage of Speech-Language Pathologists in the public schools we fear that these assistants may be misused and assigned caseloads which they are not prepared to handle. If these assistants were given the job of directly planning and caring for students with speech-language impairments, not only would the quality of services decline and professional competence be compromised, but more importantly the Commonwealth's children would suffer. Speech-language pathology assistants cannot be used to supplant, only to supplement, the services provided by nationally-certified Speech-Language Pathologists. Since these assistants are not trained for independent practice.</p> <p>The American Speech-Language-Hearing Association (ASHA) has established guidelines and competencies for assistants and a summary of these are: 75% of teachers reported that students demonstrated improved reading/reading comprehension skills following treatment by a certified Speech-Language Pathologist. 93% of parents surveyed felt that their child's communication skills had improved. Proving the need for pathologist's with Master's degrees.</p> <p>Virginia's Speech-Language Pathologists are already overloaded with cases and an added training and supervision of assistants is not the answer to the situation. The supervising Speech-Language Pathologist must be involved in deciding how much supervision is necessary for each assistant he or she agrees to supervise, and how his or her caseload/workload will need to be adjusted. There is not one model for this</p>

Date	Name	Title and Organization	Speech-Language Pathologist Comments
			<p>situation, the amount and frequency of supervision will need to be determined on a case by case situation. School divisions may want to consider salary supplements, or some other incentive, for supervising Speech-Language Pathologist's. ASHA has developed guidelines for supervisors which we would be happy to share with you.</p> <p>SHAV feels the quality of service to the children of the Commonwealth would be greatly diminished if assistants were permitted to carry a caseload. SHAV is aware of divisions who currently employ bachelor's level staff as Speech-Language Pathologist's, which is not permitted under the current regulations; so there seems to be no way of tracking appropriate interpretation and use of these assistants. SHAV is concerned that many school divisions with vacant positions may be unaware that these assistants are not properly trained to serve students with disabilities, and that they do not meet the requirements of the Regulations Governing Special Education Services for Students with Disabilities. Please provide a clear statement that says speech-language assistants cannot practice independently and must have supervision of a master's level pathologist.</p> <p>Additional Information: Phone Number: 434-924-6318. SHAV lobbyist David Bailey or Bonnie Atwood: 1-804-643-5554.</p>
11/22/2005	Kathleen Sisk	MS, CCC-Speech-Language Pathologist	<p>Concern with the Praxis I for Speech-Language Pathologists.</p> <p>Most Speech-Language Pathologists graduate with a Master's Degree and have often taken the Praxis I for their national certification through American Speech and Hearing Association. Maintaining our certification requires 10 continuing hours of credit a year. These are ASHA approved credits, and if we are employed by the school system, these are in addition to the hours required to maintain our educational licensure. It is our strong belief that the ASHA credentials are considered the highest form of qualification in our profession, reflecting the training and expertise required for our degree, and we feel this certification should be accepted in lieu of the Praxis.</p> <p>As a professional in the field of speech and language pathology, I urge you no to allow independent practice by speech-language pathology assistants. It is a clear indication from the degree of education we are required to obtain, that an assistant without the background or expertise would be compromising the quality of services provided to the children of our public schools. Assistants will not address the shortages in our schools. This is not to say the position of the assistant does not have a need; however, to allow unregulated use of assistants without clear, strict guidelines in a state that values the quality of their educators and the outcome for their children, would be truly a disservice to other professionals and to the children they serve.</p>
9/20/2005	Anastasia Raymer, Ph. D.	Associate Professor of Speech Pathology, Old Dominion	I would like to express my concerns over plans to modify qualification of personnel providing speech-language pathology services to students in public schools. The

Date	Name	Title and Organization	Speech-Language Pathologist Comments
		University	<p>proposed plan to institute a credential for Speech-Language Pathologist Assistants has the potential to seriously downgrade the quality of services provided to needy students. As a professor I see the students who would some day take positions of Speech-Language Pathologist Assistants. While some of these individuals are perfectly strong candidates for Speech-Language Pathologist Assistant's, others are dreadfully under qualified to carry on a plan of action, even if the plan was developed by a certified Master's degreed speech-pathologist.</p> <p>When I first heard about the effort to endorse Speech-Language Pathologist Assistant's, I took heart in the fact that they would be required to pass the Praxis I. Then I learned it may not be required and I feel the children of Virginia's public schools would not get the same quality services if our low end students were hired.</p> <p>I also believe this move would deter Masters level speech pathologists from taking positions in public schools. The Speech-Language Pathologists would now be responsible for an enormous caseload, despite the fact that Speech-Language Pathologist Assistants may be carrying out educational plans. Ultimately it is the Speech-Language Pathologist that is responsible for outcomes.</p> <p>My fear is that the whole plan may ultimately lead to degradation of the quality of services in the Commonwealth. If the Speech-Language Pathologist Assistant endorsement is to be initiated there need to be carefully established guidelines, many of which have been delineated by the ASHA.</p>
9/20/2005	Tanya Peterson	Speech-Language Pathologist	<p>I support the change in license from Postgraduate Professional to Pupil Personnel Services license. I also support renaming the Master's degree licensure from Speech-Language Disorders preK-12 to Speech-Language Pathologist, a title which reflects the training an expertise of a Master's degree.</p> <p>I do not support the Speech-Language Pathologist assistants as it is currently written. They are not properly trained to work individually and do not meet the requirements of the regulations governing special education. Assistants would tarnish qualified SPL's reputation. Speech-Language Pathologist assistants must have supervision from a licensed Master Degreed Speech-Language Pathologist. Care must be taken to avoid over burdening Speech-Language Pathologist Assistant's with supervisory duties which directly impact and reduce time appropriated for therapy, assessment and consultation.</p>
9/30/2005	Dawn B. Hamilton, M.S. CCC- Speech- Language Pathologist	Speech-Language Pathologist	<p>Regarding the need for Speech-Language Pathologist to pass the Praxis I</p> <p>I support the proposed change in licensure for Speech-Language Pathologist in the schools from Postgraduate Professional license to a Pupil Personnel Services license (VAC 20-22-670). Speech-Language Pathologist, like occupational and physical therapists, are not teachers of core curriculum. We are trained in remediation of communication disorders (both speech and language). We have also passed a</p>

Date	Name	Title and Organization	Speech-Language Pathologist Comments
			<p>national certification exam...I do not feel the Praxis I is beneficial or necessary requirement for Speech-Language Pathologists to work in schools. The Praxis may be seen as a deterrent to those seeking positions in the shortage areas in schools. The name change would also reflect the training and expertise of holding a master's degree.</p> <p>Assistants can be valuable in certain settings and situations, any endorsement should clearly state that these assistants cannot practice independently and require ongoing supervision from a licensed, master's degreed Speech-Language Pathologist. The services that are available for training assistants are limiter. Simply, these assistants do not have the high quality training that master's degreed Speech-Language Pathologists have. Considering "No Child Left Behind" these assistants do not meet the highly qualified status.</p>
9/29/2005	Eileen Abrahamsen	Old Dominion University	<p>I support the proposal to move Speech-Language Pathologist from Postgraduate Professional license to a Pupil Personnel Services license. The title Speech-Language Pathologist should also be used. Speech-Language Pathologists should be considered with psychologists and social workers, we are not a sub-specialty of special education. A Speech-Language Pathologist with a Master's Degree should be the provider of services in the schools. It is unfair that those students who cannot afford a private specialist do not get the same services, such as through the two-tiered system being proposed. It is separate and not equal.</p> <p>Changes like these will ensure that children with communication disorders will be more likely to achieve in school. As well as make Speech-Language Pathologists valued professionals.</p> <p>I do not support the proposal of a new endorsement of Speech-Language pathology assistants. The students of the Commonwealth should get the most highly qualified Speech-Language Pathologist.</p>
No Date	Lynn McElvain, MS CCC- Speech- Language Pathologist	Speech-Language Pathologist	<p>I support the proposal to move Speech Pathology to a Pupil Personnel Services license. These are the reasons:</p> <ul style="list-style-type: none"> <li>- Speech Pathologists are not classroom teachers. They do however, perform services on IEP's.</li> <li>-It is very costly to uphold and maintain 3 different licenses and stay current with continuing education requirements (Teaching, ASHA, and VA State license)</li> <li>-Occupation and Physical Therapists do not need teaching licenses, thus we should not either.</li> <li>- This move would decrease the need to contract with staffing companies in which saves schools money.</li> <li>-Moving the licensure to Pupil Personnel Services will entice more Speech Pathologists to work in a school-based setting.</li> </ul> <p>This change is essential!</p>
9/22/2005	Karen Jackson CCC- Speech-Language	Speech-Language Pathologist	Reactions to proposals before the state:

Date	Name	Title and Organization	Speech-Language Pathologist Comments
	Pathologist		<ol style="list-style-type: none"> <li>1. Support the move of a speech-language pathologist from a Postgraduate Professional license to a Pupil Personnel Services license. Speech-Language Pathologists have a high degree of preparation that surpasses the requirements of general education teachers in our public schools. We are an asset and should not hold the same license as a teacher.</li> <li>2. SHAV has grave concerns regarding a new proposed endorsement of speech-language pathology assistants. Candidates who only have a Bachelor's degree today do not have the appropriate training to meet Speech-Language Pathologist responsibilities. Mentoring is needed and I do not believe these assistants would get less supervision than the role is designed and mandated. Also, school divisions trying to cut costs will lessen Speech-Language Pathologist roles and greaten Speech-Language Pathologist Assistants responsibilities. Students will not be served.</li> </ol> <p>There is a current philosophy that Speech-Language Pathologist in the schools are more educators than therapists. Speech-Language Pathologist s support student's educational performances. Nothing is separate, but Speech-Language Pathologists have a degree of expertise and training that is essential for many students.</p>
9/27/2005	Woodrow W. Mullins, Jr.	Retired Superintendent Tazewell County Schools	<p>Viewpoints concerning Speech-Language Pathologists licensure in public school setting.</p> <p>As you are well aware Speech-Language Pathologist are trained to perform a service to children with speech-language needs and should not be classified as a teacher. Many excellent Speech-Language Pathologists could perform their task much better and probably more cost effective with a favorable change.</p> <p>I strongly support the change of licensure from Postgraduate Professional to Pupil Personnel Service.</p>
10/26/2005	Susan Fullerton, M.S. CCC- Speech- Language Pathologist	Speech-Language Pathologist	<p>I am writing to support and encourage the proposed move of Speech-Language Pathologist from a Postgraduate Professional license to a Public Personnel Services license (§ VAC 20-22-670). SHAV, Speech-Language Pathologist and school personnel strongly support this move and desire immediate action to take place!</p> <p>This means renaming the master's degree licensure, currently Special Education: Speech Disorders preK-12, to Speech-Language Pathologist. This title is defined in the Code of Virginia and reflects the training and expertise of the Master's degree professional. Simply, stated Speech-Language Pathologist are not teachers! Speech-Language Pathologists are explicitly trained to perform a service to children with speech-language needs.</p>
No Date	S. Michelle Sisk	Speech-Language Pathologist Lynchburg, Virginia	
No Date	Kristen M. Riley, CCC- Speech- Language Pathologist	Speech-Language Pathologist	
No Date	Peggy Littrell	Principal, Dudley Elementary	
No Date	Erin Johnson	Speech-Language Pathologist	
No Date	Sharon Lynch, MS CCC- Speech-	Speech-Language Pathologist	

Date	Name	Title and Organization	Speech-Language Pathologist Comments
No Date	Language Pathologist Tara Floyd, MS CCC- Speech- Language Pathologist	Speech-Language Pathologist, Rocky Mt. Elem. School	
No Date	Beth Wilson, MA CCC- Speech- Language Pathologist	Speech-Language Pathologist	
9/20/2005	Randy Walker, M.S. Speech-Language Pathologist	Speech-Language Pathologist, Boones Mill Elem.	
No Date	Leslie Hirovatie		
No Date	Miranda Nurteryl	Early Childhood Teacher, Round Hill Montessori, Roanoke VA	
No Date	Harry Stewart	Speech-Language Pathologist	
No Date	Victor Nairel	Speech-Language Pathologist	
No Date	Julie Sandsamier	2 <sup>nd</sup> grade teacher, Burlington Elementary	<p>I am writing to support and encourage the proposed move of Speech-Language Pathologist from a Postgraduate Professional license to a Public Personnel Services license (§ VAC 20-22-670). SHAV, Speech-Language Pathologist s and school personnel strongly support this move and desire immediate action to take place!</p> <p>This means renaming the master's degree licensure, currently Special Education: Speech Disorders preK-12, to Speech-Language Pathologist. This title is defined in the Code of Virginia and reflects the training and expertise of the Master's degree professional. Simply, stated Speech-Language Pathologist are not teachers! Speech-Language Pathologists are explicitly trained to perform a service to children with speech-language needs.</p> <p>I see no reason for Speech-Language Pathologist s to have a teaching license-They are not teachers!</p>
No Date	Rebecca L. Jamison	Speech-Language Pathologist	<p>I am writing to support and encourage the proposed move of Speech-Language Pathologist from a Postgraduate Professional license to a Public Personnel Services license (§ VAC 20-22-670). SHAV, Speech-Language Pathologists and school personnel strongly support this move and desire immediate action to take place!</p> <p>This means renaming the master's degree licensure, currently Special Education: Speech Disorders preK-12, to Speech-Language Pathologist. This title is defined in the Code of Virginia and reflects the training and expertise of the Master's degree</p>

Date	Name	Title and Organization	Speech-Language Pathologist Comments
			<p>professional. Simply, stated Speech-Language Pathologists are not teachers! Speech-Language Pathologists are explicitly trained to perform a service to children with speech-language needs.</p> <p>Speech-Language Pathologist s re trained to carry out specific interventions and treatments for speech delays and disabilities. They are not trained in delivery of classroom instruction or in content knowledge, nor do they need these courses to fulfill their job requirements. It is ridiculous to require them to pass a test (Praxis I) that even education majors have trouble passing. This professional classification and the required licensure assessments are inappropriate-it's high time we change it.</p>
No Date	Katrina L. Beisser	Speech-Language Pathologist	<p>I am writing to support and encourage the proposed move of Speech-Language Pathologist from a Postgraduate Professional license to a Public Personnel Services license (§ VAC 20-22-670). SHAV, Speech-Language Pathologist s and school personnel strongly support this move and desire immediate action to take place!</p> <p>This means renaming the master's degree licensure, currently Special Education: Speech Disorders preK-12, to Speech-Language Pathologist. This title is defined in the Code of Virginia and reflects the training and expertise of the Master's degree professional. Simply, stated Speech-Language Pathologist are not teachers! Speech-Language Pathologist s are explicitly trained to perform a service to children with speech-language needs.</p> <p>Speech-Language Pathologists do not provide classroom instruction.</p>
No Date	Betsy Call MS CCC-Speech-Language Pathologist	Speech-Language Pathologist	<p>I am writing to support and encourage the proposed move of Speech-Language Pathologist from a Postgraduate Professional license to a Public Personnel Services license (§ VAC 20-22-670). SHAV, Speech-Language Pathologists and school personnel strongly support this move and desire immediate action to take place!</p> <p>This means renaming the master's degree licensure, currently Special Education: Speech Disorders preK-12, to Speech-Language Pathologist. This title is defined in the Code of Virginia and reflects the training and expertise of the Master's degree professional. Simply, stated Speech-Language Pathologists are not teachers! Speech-Language Pathologist s are explicitly trained to perform a service to children with speech-language needs.</p> <p>We desperately need this change! It is costing Washington County Schools so much money to contract with companies because we cannot keep Speech-Language Pathologist s. All of the licensure requirements are killing us to keep Speech-Language Pathologist s and hire them. We need help! Please consider this rightful and deserving change.</p>
No Date	Virginia L. Foster, Speech-Language Pathologist	Speech-Language Pathologist	<p>I am writing to support and encourage the proposed move of Speech-Language Pathologist from a Postgraduate Professional license to a Public Personnel Services license (§ VAC 20-22-670). SHAV, Speech-Language Pathologists and school personnel strongly support this move and desire immediate action to take place!</p>

Date	Name	Title and Organization	Speech-Language Pathologist Comments
			<p>This means renaming the master's degree licensure, currently Special Education: Speech Disorders preK-12, to Speech-Language Pathologist. This title is defined in the Code of Virginia and reflects the training and expertise of the Master's degree professional. Simply, stated Speech-Language Pathologists are not teachers! Speech-Language Pathologists are explicitly trained to perform a service to children with speech-language needs.</p> <p>This change must happen! We need to keep our profession alive! Speech-Language Pathologists are not teachers! I work with Occupational Therapists and Physical Therapists in the school setting- they are not required to have a teaching license- Speech-Language Pathologists should be held with the same regard. We have 2 licenses that we are required to have in the state of Virginia that are required to qualify as Speech-Language Pathologists.</p>
No Date	Sharon Swaha, MS CCC- Speech-Language Pathologist	Speech-Language Pathologist	<p>I support the proposal to move Speech Pathology to a Pupil Personnel Services license. These are the reasons:</p> <ul style="list-style-type: none"> <li>- Speech Pathologists are not classroom teachers. They do however, perform services on IEP's</li> <li>-It is very costly to uphold and maintain 3 different licenses and stay current with continuing education requirements (Teaching, ASHA, and VA State license)</li> <li>-Occupation and Physical Therapists do not need teaching licenses, thus we should not either.</li> <li>- This move would decrease the need to contract with staffing companies in which saves schools money.</li> <li>-Moving the licensure to Pupil Personnel Services will entice more Speech Pathologists to work in a school-based setting.</li> </ul> <p>This change is essential!</p>
10/4/2005	Margaret R. McMillan M.S. CCC- Speech-Language Pathologist	Speech-Language Pathologist, Pulaski County Schools	
10/4/2005	Teresa A. Bookman, M.S. CCC- Speech-Language Pathologist	Speech-Language Pathologist, Pulaski County Schools	
9/26/2005	L. Magorala MD OB/GYN	OB-GYN	<p>This is a letter to support a greatly needed change to move Speech Pathologist to a Pupil Personnel Service License. This move is extremely critical because:</p> <ol style="list-style-type: none"> <li>1. Speech Pathologists performs a service as stated on the IEP, not classroom instruction. Speech-Language Pathologists are trained to evaluate and treat speech-language disorders. We are not trained for classroom instruction.</li> <li>2. More Speech-Language Pathologists would be attracted to work in a school-base setting. Then, this will make Speech-Language Pathologists accountable for 2 licenses- American Speech Hearing Association (ASHA) and Virginia State license instead of 3 (ASHA, VA State license and a "teaching license") This is very expensive for Speech-Language Pathologists. A teaching license is not applicable in other settings. That really drives a great number of Speech-Language Pathologists to work in a private setting or with staffing companies.</li> <li>3. Money! It costs school systems more money to contract speech services with staffing companies. Many school systems, especially in rural areas, are faced with this route because there are not enough</li> </ol>
9/26/2005	Tina Meade, M.S. CCC- Speech-Language Pathologist	Speech-Language Pathologist	
9/26/2005	Shannon Best, M.S. CCC- Speech-Language Pathologist	Speech-Language Pathologist	
No Date	Karen Badadoh	Speech-Language Pathologist	
No Date	Laura Chapman, PT- Assit.	Physical Therapist	

Date	Name	Title and Organization	Speech-Language Pathologist Comments
			<p>SPEECH Speech-Language Pathologists to cover caseloads, no applicants, and/or Speech-Language Pathologists do not have all 3 licenses. **A qualified Speech-Language Pathologist only needs ASHA and a VA State license. These licenses are only applicable in other settings—not the Postgraduate Professional license.</p> <p>4. Occupational and physical therapists are not required to have a “teaching license” to perform their services----the same should be true to Speech-Language Pathologists. This makes good logical sense to move Speech-Language Pathologists to the Pupil Services licensure.</p> <p>This is simple common sense. Please support this move!</p>
No Date	Nancy and Larry Davis	Parents	<p>This is a letter to support a greatly needed change to move Speech Pathologist to a Pupil Personnel Service License. This move is extremely critical because:</p> <ol style="list-style-type: none"> <li>1. Speech Pathologists perform a service as stated on the IEP, not classroom instruction. Speech-Language Pathologists are trained to evaluate and treat speech-language disorders. We are not trained for classroom instruction.</li> <li>2. More Speech-Language Pathologists would be attracted to work in a school-base setting. Then, this will make Speech-Language Pathologists accountable for 2 licenses- American Speech Hearing Association (ASHA) and Va State license instead of 3 (ASHA, VA State license and a “teaching license”) This is very expensive for Speech-Language Pathologists. A teaching license is not applicable in other settings. That really drives a great number of Speech-Language Pathologists to work in a private setting or with staffing companies.</li> <li>3. Money! It costs school systems more money to contract speech services with staffing companies. Many school systems, especially in rural areas, are faced with this route because there are not enough Speech-Language Pathologists to cover caseloads, no applicants, and/or Speech-Language Pathologists do not have all 3 licenses. **A qualified Speech-Language Pathologist only needs ASHA and a VA State license. These licenses are only applicable in other settings—not the Postgraduate Professional license.</li> <li>4. Occupational and physical therapist’s are not required to have a “teaching license” to perform their services----the same should be true to Speech-Language Pathologists. This makes good logical sense to move Speech-Language Pathologists to the Pupil Services licensure.</li> </ol> <p>This is simple common sense. Please support this move!</p> <p>I, being in the health field as a licensed nurse, feels that Speech-Language Pathologists should be under a separate license to practice. Their training has taken place in a medical teaching environment to improve and develop speech-language skills to better understand and learn classroom teaching. They have been taught the higher learning of teaching with the purpose of no child or adult be left behind in any</p>

Date	Name	Title and Organization	Speech-Language Pathologist Comments
			aspect of life. To deter them from their services to the needy because of a standardized test is a gross disservice.
9/26/2005	Carole McElvain		<p>There is a shortage of Speech-Language Pathologists to meet the needs of students.</p> <p>A qualified Speech-Language Pathologist maintains a certification by ASHA as well as the state of Virginia. To require a teaching license in addition, adds an additional financial burden. Speech-Language Pathologists perform a service as stated on the IEP. They are not trained for classroom instruction. The necessity of maintaining a teaching license has driven many qualified Speech-Language Pathologists to work in a private setting or with staffing companies.</p> <p>I would encourage the Board of Education to support the move of Speech-Language Pathologist from a Postgraduate Professional License to a Pupil Personnel Services license (§VAC 20-22-670). This means renaming the Master's degree licensure, currently Special Education: Speech Disorders PreK-12, to Speech Language Pathologist.</p>
9/22/2005	Sara Jones McNamara, MCS, CCC- Speech- Language Pathologist	Legislative Councilor, American Speech, Hearing, Language Association	Member of SHAV.
9/22/2005	Lynn Adams, PhD	Legislative Councilor, American Speech, Hearing, Language Association	<p>We are not happy that Virginia Speech-Language Pathologists working in the schools are not governed by the state Board of Audiology &amp; Speech-Language Pathology. Your "licensure" is confusing &amp; has lesser standards than does real state licensure. We are even more concerned that the DOE is messing with the Speech-Language Pathologists and their assistants in Virginia schools. Speech-Language Pathologist Assistants don't need DOE endorsement. They can not be used to supplant Speech-Language Pathologists. Assistants are not trained for independent practice. Speech-Language Pathologist caseloads in Virginia are already way too high. Adding to their workload with the training &amp; supervision of assistants is not an answer to your perceived shortage of Speech-Language Pathologists! (to fill open positions pay them what we are worth (\$65-90K), give them decent places to work, a caseload of 16-25, the respect they deserve, treat them like the medical professionals we are, and give them materials as well as a reasonable portion of the money their numbers bring into the school district.)</p> <p>One model of supervision will not work state wide.</p> <p>ASHA has established guidelines and competencies for assistants which SHAV has sent to you. You must not give Speech-Language Pathologist Assistants case loads. Please add the definition of a speech assistant to section A of 8 in VAC 20-22-540 so superintendents are very clear about this.</p>
9/22/2005	Cynthia Donoghue	Legislative Councilor, American Speech, Hearing, Language Association	
9/26/2005	Maria Papazis, Speech-Language Pathologist	Speech-Language Pathologist, Jacox Elem. School	<p>Please Consider:</p> <ol style="list-style-type: none"> <li>Moving Speech-Language Pathologists from a Postgraduate Professional License to a Pupil Personnel License (8 VAC 20-22-670) and renaming the master's degree licensure, currently Special Education: speech-language disorders PreK-12, to Speech-Language Pathologist. This title is defined in</li> </ol>

Date	Name	Title and Organization	Speech-Language Pathologist Comments
			<p>the Code of Virginia.</p> <p>2. Including a clear statement that Speech-Language Pathologist Assistants cannot practice independently and must have ongoing supervision from a licensed master's degreed Speech-Language Pathologist. This would guide school personnel to use Speech-Language Pathologist Assistants properly.</p>
9/30/2005	Valeria Lawrence	Speech-Language Pathologist	<p>Saying "yes" to the proposals and concerns of SHA V to the State Board of Education.</p> <ol style="list-style-type: none"> <li>1. Eliminate the Praxis for Speech-Language Pathologists with masters degrees.</li> <li>2. Renaming of licenses</li> <li>3. Specific duties for speech-language assistants with supervision.</li> </ol>
9/19/2005	Gail B. Boster, MA CCC- Speech-Language Pathologist	Speech-Language Pathologist	Support elimination of Praxis I for Speech-Language Pathologists as well as the change of license name. Also, Speech-Language Pathologists should not independently serve students with speech-language impairments.
12/5/2006	Ms. Sandra Woolfender	Speech-Language professional	<ul style="list-style-type: none"> <li>• Concerned about proposal for speech-language assistants</li> <li>• The problem now is retaining trained clinicians; we need to keep the clinicians we have by providing clerical assistance, perhaps paying for licensure fees, etc.</li> <li>• Assistants would not be fully qualified and we, as qualified clinicians, would have another person to supervise.</li> </ul>
12/5/2006	Ms. Sally Jones McNamara	Certified speech-language pathology professional and legislative councilor with ASHA-Virginia	<ul style="list-style-type: none"> <li>• Emphasized credentials in speech-language pathology</li> <li>• She served on task force looking at idea of assistants</li> <li>• Emphasized potential abuse of assistants</li> <li>• Noted that caseloads were already astronomical (68+) and that the supervision and paperwork involved with assistants would simply add to that</li> <li>• Said divisions should pay more for experience and certifications in the area of speech-language pathology</li> <li>• Suggested that state follow the ASHA guidelines for assistants</li> </ul>
12/5/2006	Ms. Barbara Fiskey	Speech-language pathology professional	<ul style="list-style-type: none"> <li>• Noted that she co-chairs the Fairfax Speech-Language Pathology Association</li> <li>• She is extremely concerned about the qualified speech-language pathologists who would be burdened with extra work of supervising and doing paperwork for assistants</li> <li>• It can't be done in a four-year program</li> <li>• Urged BOE to consider very seriously the idea that assistants will be barriers to developing fully qualified speech-language pathologists</li> </ul>
12/5/2006	Ms. Beth Johnson	Speech-language pathology professional	<ul style="list-style-type: none"> <li>• There is currently a shortage of speech-language pathologists in Fairfax and other areas</li> <li>• Assistants will be a "band-aid"</li> <li>• Already we have a caseload of 68+ and 45 is the recommended number by our professional association</li> <li>• I'm certified and then I'm being asked to supervise another person! No!</li> <li>• A B.A. program typically would not have 500 hours of clinical experience</li> <li>• Assistants would not get appropriate supervision</li> </ul>

Date	Name	Title and Organization	Speech-Language Pathologist Comments
12/7/2006	Dr. Eileen Abrahamsen, CCC-SLP		<p>I wish to express my concerns regarding the proposed licensure for speech-language pathology assistants in the schools. I teach speech language pathology at the university level, I am on the Board of the Speech Language and Hearing Association of Virginia and have been a speech-language pathologist for over 35 years. About 40 years ago, ASHA established the master's degree as the entry level for practice. Hospitals, clinics, private practices, and insurance companies soon required this level of expertise to assure quality service. School systems across the nation were slower to respond to this mandate. Back then, speech pathologists were called "speech teachers". Their caseloads were top heavy with lisps, /r/ distortions and a few children who stuttered. Federal law mandating a free and appropriate education for all children changed that. Now we have a zero reject mandate. Technological advances allow children with serious physical and cognitive disabilities to survive premature birth. There is an increase in the incidence and prevalence of children with autistic spectrum disorders and speech language pathologists are more actively involved in fostering literacy skills.</p> <p>At recent ASHA survey indicated about a third of school based SLPs have at least one child with a swallowing disorder dysphagia, on their caseload. This is a graduate level course. Other pertinent graduate courses include assessment of these disorders and evidence based, scientifically supported approaches to the treatment of children with autistic spectrum disorders and phonological awareness disorders related to literacy.</p> <p>ASHA guidelines stipulate that graduate students should not be assigned a client with a specific disorder before acquiring the necessary academic training. There is no such restriction in the proposed standards for the SLPAs.</p> <p>If the SLPA license becomes fact, children of privilege will be able to afford private therapy from a fully qualified professional while less affluent families may have to settle for treatment from a less qualified practitioner. It is hard to imagine such a two-tiered system being tolerated.</p> <p>The proposed regulations have no requirements for ongoing supervision and no restriction on independent practice. Virginia universities are not prepared to provide the 500 clock hours of observation and clinical training proposed. In addition, graduate programs may only accept up to 50 hours of practicum acquired at the undergraduate level. This could prove to be a significant detriment to any assistant desiring a graduate degree.</p> <p>Finally, SLP's need to adhere to ASHA's code of ethics which prevents them from knowingly allowing assistants to perform duties outside of their scope.</p> <p>I respectfully request that you eliminate this proposed license.</p>

Date	Name	Title and Organization	Speech-Language Pathologist Comments
11/3/2006	Randy L. Jennings CCC/SLP	Speech-Language Pathologist Wythe County Public Schools	<p>I would like to comment on the Speech-Language Assistant Licensure. At present the guidelines call for B.S. level education; however, I question whether individuals with B.S. and is a SLPA will be compensated for the B.S.. I feel that it would be much wiser to have specially designed programs at the community college level for the SLPA. This will coincide better with the pay. Teachers are simply required to have a B.S. and will receive much better compensation than a SLPA with the same training.</p> <p>In addition, the SLPA will provide better services given a systematic training, with targeted skills, provided at a specially designed program at the community college level. Please consider these recommendations carefully.</p>
11/5/2006	Clair Jacobson, Med, MS, AuD, CCC-A	SHAV President-Elect Professor Audiology Graduate Faculty Communication Sciences and Disorders Department James Madison University	<p>Concerns of the Speech and Hearing Association of Virginia regarding the proposal for Speech Assistants:</p> <p>Regarding the content knowledge of the practitioner: Undergraduate: In general, an undergraduate degree in speech-language pathology introduces students to the normal processes underlying communication. Some basic characteristics of communication disorders are also covered and may vary by the institution of higher education. Graduate: Dysphagia is taught at the graduate level. Literacy related language courses with train SLPs in scientifically proven, evidence based practice methods to foster phonological skills to improve decoding skills are at the graduate level. More advanced language intervention methods aimed at improving listening and reading comprehension are also graduate classes. Concerns: More and more medically fragile children are enrolled in our public schools. Literacy is a major focus in school achievement, AYP, NCLB, and Virginia SOL's. Current guidelines include courses on communication disorders but have no requirement that the assistant know anything about treatment of these disorders.</p> <p>Testing to identify disorders: Undergraduate: In general, undergraduate students have no courses related to choosing appropriate assessment instruments, evaluating the psychometric properties of tests used, or interpreting findings. Graduate: Graduate students take courses related to testing, evaluating psychometric properties of tests and interpreting findings. Most graduate programs introduce prospective SLPs to diagnostic practice in a gradual manner to assure quality. Concerns: There is no language in current regulations prohibiting SLPAs from administering or interpreting tests with or without supervision.</p> <p>Concerns regarding Provision of Therapy: Undergraduate: Most undergraduate training programs no longer provide practicum experiences at the undergraduate level. Most students do acquire the 25 hours of supervised observation hours ASHA requires prior to engaging in clinical practice. Graduate: ASHA guidelines state not only must the student have the 25 hours of</p>

Date	Name	Title and Organization	Speech-Language Pathologist Comments
			<p>observation and 375 hours clock hours [sic] in direct contact but that students “should be assigned practicum only after they have acquired sufficient knowledge base to qualify for such experience”. In addition, ASHA has strict guidelines that institutions must follow to document the amount of supervision required. During these clinical practicum experiences, clinicians learn to apply evidence based (scientific) therapy techniques.</p> <p>Concerns: The 250 hour observation and 250 hour experience provision are the vaguest part of the proposed guidelines. ASHA has guidelines for supervising assistants, paraprofessionals, CFY candidates and students. No supervisory requirements are mentioned in the regulations. Competencies regarding following directions are there but no stipulation of how closely (duration or frequency of time) a SLPA needs to be supervised. It is implied that a SLPA could carry an independent caseload. The prospective SLPA is not warned that graduate programs in SLP can only accept 75 hours of clinical experience earned prior to admission to a program should they later decide to pursue graduate work. SLPs with CCC may be put in jeopardy of violating ASHA’s code of ethics by “signing off” on treatment plans they have not had time to fully investigate due to their own caseload which is already too high.</p>
11/22/2006	Patricia C. Kohlbeck, M. Ed., CCC-Speech	Richmond City Public Schools Speech Pathologist	<p>I do not agree with the licensing of speech pathology assistants which would allow them to work independently of master’s level speech pathologists unless the design of current undergraduate programs in Virginia is changed. As a graduate of University of Virginia, I was given no clinical opportunities as an undergraduate and would have not been able to perform my duties as a public school speech pathologist without graduate training. As a clinician who has practiced in the public schools for 28 years I have seen a tremendous rise in the federally mandated meetings and paperwork related to the eligibility process. Furthermore, caseloads in the public schools are as high as ever and the number of students with communication disorders related to complex disabilities seems to be rising. As a clinician with many years of experience, a master’s degree, CCC, and state licensure I find m responsibilities more difficult to manage than ever. As I have observed, those with undergraduate training only begin to see their deficiencies and eventually leave to pursue higher education.</p>
11/29/2006	Lorane Manno CCC-SLP	Speech-Language Pathologist	<p>My thoughts are that SLP Assistants need to be provided specialized training that can result in a certificate. (The universities need to pick up on this one.) SLP As should not truly have an independent caseload. They can work with children under supervision, but clinical/education recommendations and decisions need to be made by the supervising SLP. The decision regarding salary can be made based on # of credits, amount of experience, etc. SLP As can be a valuable addition to the profession, but there must be clinical/educational guidelines regarding when and how assistants may be used. I don’t think it’s something to just “jump” in to. We have worked long and hard as a profession to develop our position in the hierarchy of Health care.</p>
12/14/2006	Ann Johnson, M.S. CCC-SLP	Speech and Language Clinician Frost Middle School	<p>The Fairfax County Speech-Language Clinician’s Association (FSLCA) would like to express concerns and recommendations regarding the endorsement of speech –</p>

Date	Name	Title and Organization	Speech-Language Pathologist Comments
	Kimberly DuPont, M.A., CCC-SLP	Speech/Language Pathologist Annandale Terrace Elementary	<p>language pathology assistants. The Virginia Department of Education (VDOE) suggests the following endorsement requirements:</p> <ul style="list-style-type: none"> <li>Speech-Language Pathology Assistant (SLPA) provides support under the support and supervision of a nationally certified Speech-Language Pathologist (SLP)</li> <li>Completion of 500 clock hours in supervised education experiences for the job responsibilities of SLPA; 250 of these hours must be direct on-site observation of American Speech-Language-Hearing Association (ASHA) certified SLP; remaining 250 must be fieldwork experience in public school setting supervised by ASHA-certified SLP</li> <li>One full year successful full-time experience as SLPA under supervision of ASHA-certified SLP in lieu of 500 clock hours</li> <li>SLPA will have knowledge of: <ol style="list-style-type: none"> <li>normal process of communication, oral and written, as defined in the VA Standards of Learning</li> <li>the foundation for education students with disabilities</li> <li>the legal aspects and regulatory requirements associated with identification, education, and evaluation of students with disabilities</li> <li>classroom management techniques and individual interventions</li> <li>basic skills and processes of normal speech, language, communication, hearing development, language acquisition, and reading</li> <li>various types of speech, language, voice, and hearing problems</li> <li>service delivery practices</li> <li>workplace behaviors</li> <li>cultural factors including language and culture, nonverbal communication, sign language and other manually coded systems, bilingualism and multicultural issues</li> </ol> </li> </ul> <p>FSLCA concerns regarding VDOE endorsement requirements are as follows:</p> <ul style="list-style-type: none"> <li>undergraduate programs do not offer 500 hours of supervised education experiences</li> <li>undergraduate programs offer <u>observation</u> of clinical practice, not supervised education experiences such as providing direct services to children or adults under the guidance of an ASHA certified SLP</li> <li>undergraduate programs provide the foundation for speech and language development and speech and language disorders, but not legal aspects and regulatory requirements, classroom management techniques, service delivery practices, workplace behaviors, or cultural factors</li> </ul> <p>The American-Speech-Language-Hearing Association (ASHA) is the governing body that certifies and licenses speech-language pathologists. ASHA has established guidelines for SLPAs. An overview of the guidelines is as follows:</p>
	Krista Smith, M.S. CCC-SLP	Speech Clinician	
	Pamela Kugelman, M.S., CCC-SLP	Speech/Language Pathologist Hayfield Elementary	
	Molly Ferguson, M.A., CCC-SLP		
	Jessica Abbott, M.S. CCC-SLP	Speech and Language Clinician Thoreau Middle School Lemon Road Elementary School	
	Kathy McCool, M.S. CCC-SLP	Flint Hill Elementary	
	Rachel G. Swoope	Speech-Language Pathologist Carl Sandburg Middle School	
	Christine C. Buchanan, M.Ed., CCC-SLP	Speech/Language Pathologist Cardinal Forest Elementary School	
	Patricia Potocki		
	Phillip M. Wishon		
	Sandra J. Woolfenden		
	Sheryl G. Baer		
	Alyssa Jurgensmeier		
	Lisa P. White		
	Sally B. Martin		
	Dr. Gerianne M. Gilligan CCC-SLP		

Date	Name	Title and Organization	Speech-Language Pathologist Comments
	Andi P. Bregtstone	Speech-Language Clinician Woodley Hills Elementary School	<ul style="list-style-type: none"> <li>The supervising ASHA-certified SLP is responsible for the services provided by the SLPA</li> <li>SLPAs do not carry their own caseloads</li> <li>Supervising SLP must be certified by ASHA and licensed by the state (where applicable), practicing at least 2 years following ASHA certification, and completed at least one pre-service course or CEU in supervision (recommended)</li> <li>ASHA states that the minimum amount of supervision should be: 30% weekly/1.5 days (at least 20% direct) for the first 90 workdays and 20% (at least 10% direct) after the initial work period -direct supervision is on-site, in-view observation and guidance by SLP  while assigned activity is performed by SLPA</li> <li>SLP should supervise no more than 3 SLPAs</li> </ul> <p>VDOE has stated that an SLPA must be certified by a nationally (ASHA) certified SLP.</p> <p>FSLCA has concerns regarding Fairfax County's use of the ASHA license. The SLPs in Fairfax County Public Schools pay for their ASHA licenses. The license costs each ASHA certified SLP \$300 annually. Fairfax County Public Schools does not contribute to the cost of this license. In addition, SLPs licensed by the Commonwealth of Virginia Board of Audiology and Speech-Language Pathology pay for state licensure, which costs \$75 annually. Fairfax County Public Schools does not contribute to the cost of this license. ASHA approved continuing education units (CEUs) are required to maintain ASHA licensure. ASHA requires that the CEUs be renewed every 3 years. Fairfax County Public Schools covers some, but not all of the expense of the CEUs.</p> <p>Although there has been no discussion regarding the implementation of SLPAs in Fairfax County Public Schools, FSLCA has concerns regarding the manner that SLPAs could possibly be utilized. In Virginia, SLPs are staffed 68 students to one SLP. In Fairfax County Public Schools, SLP positions remain vacant. FSLCA has concerns that Fairfax County Public Schools will use the endorsement of SLPAs to fill the remaining vacancies rather than using effective recruitment and retention strategies to attract highly qualified SLPs. If SLPAs are endorsed, will SLPs have caseload reduction in order to supervise SLPAs appropriately? VDOE has stated that SLPs are responsible for all testing, IEP/goal development, consultation with parents, and attendance of meetings. In order to perform these duties, the SLP must be knowledgeable about all students on caseload. Is it possible to be knowledgeable about all students on a caseload with a SLP supervising a SLPA one day/week (20%)? With the use of SLPAs, how many students will the SLP be responsible for (68 students of his/her own in addition to more students at another site)?</p> <p>Even with the concerns regarding the endorsement of the SLPA, there are benefits to</p>
	Nancy J. Landis	Speech-Language Clinician Wooburn Elementary School Timber Lane Primary School	
	Molly Minor	Speech-Language Clinician Poe Middle School	
	Gail Shapiro, MA, CCC-SLP		
	Davida Shevitz	Speech-Language Pathologist Irving Middle School Whitman Middle School	

Date	Name	Title and Organization	Speech-Language Pathologist Comments
			<p>hiring SLPAs. Benefits include more consistent services to students (due to SLPAs limited scope of responsibilities), assistance with paperwork (updating goals in cum files, copying, ponying, etc...), and the allowance of more time to collaborate with teachers (only if the SLP's caseload is reduced). FSLCA recommends the endorsement of SLPAs only under very specific circumstances. The circumstances are as follows:</p> <ul style="list-style-type: none"> <li>• SLPAs should only be used in schools with large caseloads that cannot be covered by the SLP</li> <li>• SLPAs should work in schools with a full-time on-site SLP</li> <li>• SLP caseloads should be reduced to allow for appropriate supervision of SLPA</li> </ul> <p>Under other circumstances, FSLCA does not recommend the endorsement of SLPA in the Commonwealth Virginia.</p> <p>Thank you for considering the FSLCA's position regarding the endorsement of SLPAs.</p>
12/15/2006	Sally B. Martin	Speech/Language Pathologist Fairfax County Public Schools	<p>As a Certified Speech/Language Pathologist working in Fairfax County Public Schools, I am deeply concerned about the suggested VDOE endorsement requirements of speech/language pathology assistants (see requirements in letter attached).</p> <p>Speech/Language Pathologists are leaving the school setting because the caseload demands and expectations are becoming unmanageable. I have worked in hospitals, clinics, and a private practice, and am familiar with the caseload demands of these settings. I fear that by turning to SLPAs to cover the shortage of certified speech/language pathologists, that we may eventually dilute our service delivery system, and further contribute to speech pathologists leaving the schools because of increased supervisory demands. Currently, SLPs are staffed at a 68:1 student/clinician ration. How can a certified SLP realistically provide 500 hours of supervision to SLPAs and manage their current caseload? VDOE has stated that SLPs are responsible for all testing, IEP/goal development, consultation with parents, and attendance of meetings. Yet, in order to perform these duties, the SLP must be knowledgeable about all students on caseload. Is it possible to be knowledgeable about all students on a caseload with a SLP supervising a SLPA one day/week (20%)? With the use of SLPAs, how many students will the SLP be responsible for (68 students of his/her own in addition to more students at another site)?</p> <p>The American-Speech-Language-Hearing Association (ASHA) is the governing body that certifies and licenses speech-language pathologists, and has established guidelines for SLPAs. Wouldn't it make more sense for the individual to obtain SLPA certification through an ASHA accredited college/university, much like Certified Occupational Therapy Assistants?</p> <p>I am not averse to using SLPAs under specific circumstances, notably, in schools</p>

Date	Name	Title and Organization	Speech-Language Pathologist Comments
			<p>with large caseloads that cannot be covered by a single SLP. An SLPA in the same building as the full-time SLP could be supervised much more easily. However, SLP caseloads would still need to be reduced to allow for appropriate supervision. Under other circumstances, FSLCA does not recommend the endorsement of SLPA in the Commonwealth Virginia.</p> <p>Thank you for considering the FSLCA's position regarding the endorsement of SLPAs.</p>
12/15/2006	Martha L. Ruelle, MS, CCC-SLP	Speech-Language Pathologist Fairfax County Public Schools	<p>Regarding the proposed changes to licensure to endorse speech assistance I have the following concerns:</p> <ul style="list-style-type: none"> <li>• undergraduate programs do not offer 500 hours of supervised education experiences</li> <li>• undergraduate programs offer <u>observation</u> of clinical practice, not supervised education experiences such as providing direct services to children or adults under the guidance of an ASHA certified SLP</li> <li>• undergraduate programs provide the foundation for speech and language development and speech and language disorders, but not legal aspects and regulatory requirements, classroom management techniques, service delivery practices, workplace behaviors, or cultural factors</li> </ul> <p>I could support endorsement of SLPAs only under very specific circumstances. The circumstances are as follows:</p> <ul style="list-style-type: none"> <li>• SLPAs should only be used in schools with large caseloads that cannot be covered by the SLP</li> <li>• SLPAs should work in schools with a full-time on-site SLP</li> <li>• SLP caseloads should be reduced to allow for appropriate supervision of SLPA</li> </ul> <p>Under other circumstances, I not recommend the endorsement of SLPA in the Commonwealth Virginia.</p> <p>Thank you for considering these ideas.</p>
12/15/2006	Dr. Lissa Power-deFur	Chair, Department of Education, Social Work, and Communication Disorders Longwood University	<p>Thank you for the opportunity to comment on these regulations.</p> <ol style="list-style-type: none"> <li>1. Speech-Language Pathology Assistant.</li> </ol> <p>Although developed with the best of intentions to address the shortage of speech-language pathologists in the schools there are a number of problems with this approach:</p> <ul style="list-style-type: none"> <li>• The required number of clinical observation hours far exceeds those offered in a typical undergraduate only program. Inclusion would require a one-semester placement as a speech-language assistant. This would potentially add a semester to the undergraduate program and will definitely increase costs to the university to staff the observation class. It is not likely that universities will assume these additional costs.</li> </ul>

Date	Name	Title and Organization	Speech-Language Pathologist Comments
			<ul style="list-style-type: none"> <li>Without comparable regulation governing the roles and responsibilities of speech-language pathologist assistants, in some places in the state, these persons will be likely to be assigned the work of a masters' level speech-language pathologists.</li> <li>The establishment of a bachelors' level paraprofessional becomes a rank and salary issue for school districts, when other paraprofessionals are generally high school or associate level personnel.</li> </ul> <p>I recommend that this provision be eliminated. In order to address the shortage, continued use of a conditional/provisional license should be used. However, to ensure that these personnel will complete the masters' degree in a timely fashion, this license should only be given to persons who have a bachelors' degree in communication sciences and disorders. In addition, the licensees must demonstrate acceptance into a graduate program within one calendar year of receiving the license. (Currently, graduate programs have experience with conditionally licensed speech-language pathologists who are denied admission to graduate school, yet continue to be employed for the length of the 3 year license.)</p>
12/15/2006	Dr. Carol Dudding	Speech-Language Pathologist	<p>I would like to take the opportunity to provide feedback on the proposed licensure changes in the area of speech language pathology assistants. I am an ASHA certified speech language pathologist who has been working in the state of Virginia for more than 17 years. I am also a faculty member in a graduate degree program in Virginia. I am responding in the capacity of a certified licensed professional and not as a representative of the university program.</p> <p>In reading the proposed changes, I am concerned that:</p> <ol style="list-style-type: none"> <li>Current bachelor's level training programs do not provide clinical education regarding the evaluation and treatment of children school-based speech-language pathologists are serving, such as dysphagia (swallowing disorders), apraxia, autism, traumatic brain injury, etc. I do not see the opportunity for students to gain 500 hours of clinical education as an undergraduate.</li> <li>The proposal did not detail the supervision requirements. What level of supervision and by whom is required? Can the assistant be assigned a caseload?</li> <li>The duties and responsibilities of the assistant was not clearly defined. As you know, ASHA has detailed guidelines and expectations regarding use of assistants. I am concerned that an ASHA certified SLP may risk violating ASHA Code of Ethics if these issues are not clearly defined.</li> <li>I am unsure as to how slp assistants will be compensated. They will hold a BA or BS degree and yet may be paid in accordance with other paraprofessionals that may or may not have a college degree. I imagine this may be sensitive issue in recruiting</li> </ol>

Date	Name	Title and Organization	Speech-Language Pathologist Comments
12/7/2006	Kathy Fleming, M.S. CCC-SLP		<p>and maintaining qualified individuals.</p> <p>Twenty years ago, a bachelor's level speech-language pathologist (slp) working in the schools was fairly common; school based slps most often worked with sounds such as s, r, and l, and with language delays. In 1994, the state of Virginia required slps to have a master's degree. This was due, in part, to the expanding numbers of children enrolled in special education, and because of the increasingly more complex variety and severity of disabilities slps were being asked to remediate. Virginia appeared to be sincere in its attempt to provide the highest quality of service provider to children in need of the services of a specialist.</p> <p>Today, a growing percentage of school based slps are working with dysphagia, or feeding and swallowing. They also are working with children with multiple disabilities, autism, or traumatic brain injuries who may need an augmentative communication device to communicate. The coursework for these areas is taught at the graduate level, as are most courses dealing with stuttering, voice disorders, and severe language disorders. When Virginia changed its requirement in 1994, it grandfathered those slps currently working with a bachelor's degree, but required they take 15 hours of graduate coursework in the field of speech-language pathology. The current proposal does not even require that.</p> <p>Virginia has one of the highest caseloads in the country. As a result, a shortage of qualified slps currently exists in most public school divisions; new graduates are not staying away from the schools because of the money; they are staying away because of unethically high caseloads. The state is proposing to license bachelor's level slps as assistants to help the certified slps with the workload. In reality, what is happening is the slop assistants are providing therapy services. This is not only unethical, but potentially dangerous. As a former public school coordinator, I understand the stress of hiring and retaining qualified slps. I also understand the ethics and liability, and the tenuous position in which certified slps are placed when they are asked to supervise slp assistants. They are being asked to serve a caseload and to supervise the assistants. This is to occur while they have bus duty, make bulletin boards, attend child study and eligibility meetings, write IEP's, evaluate and work with children and serve as consultants to classroom teachers. The answer lies not in lowering the qualifications of the service provider, but lowering the caseloads to a manageable workload to attract and retain certified speech-language pathologists. Thank you for your time.</p>
11/3/2006	Randy L. Jennings, Ed.S., CCC-SLP	Speech-Language Pathologists Wythe County Public Schools	I would like to comment on the Speech-Language Assistant Licensure. At the present the guidelines call for B.S. level education; however, I question whether individuals with B.S. and is a SLPA will be compensated for the B.S. I feel that it would be much wiser to have specially designed programs at the community college level for the SLPA. Those will coincide better with the pay. Teachers are simply required to have a B.S. and will receive much better compensations than a SLPA with the same training.

Date	Name	Title and Organization	Speech-Language Pathologist Comments
			In addition, the SLPA will provide better services given a systematic training, with targeted skills, provided at a specifically designed program at the community college level. Please consider these recommendations carefully.
10/19/2006		State Special Education Advisory Committee (SSEAC)	<p>The SSEAC endorses the proposal to move the Masters Level SLP to Pupil Personnel.</p> <p>The SSEAC endorses the proposal to include in the state licensure endorsement the Speech/Language Assistant (provided they are supervised by a masters level SLP).</p>
12/6/2006	Dr. Alice M. Farling	Assistant Superintendent Fairfax County Public Schools	Fairfax County Public Schools supports the proposed additional of speech-language pathology assistants for preK-12. The speech-language assistant will provide essential support for students while under the direction and supervision of a speech-language pathologist. Due to the high need for additional speech-language pathologists, the new proposed endorsement will help to alleviate speech-language pathologists' workloads.
12/5/2006	Dr. Mike Behrmann	Professor of Special Education at George Mason University	Supports the idea of a speech-language pathology assistant endorsement with the proviso that the assistant be supervised by a master teacher/clinician
3/21/06	Eileen Abrahamsen	Vice President of Governmental and Professional Affairs, Speech and Hearing Association of Virginia	<p>I am writing to express the grave concerns I, and other members of the Speech, and Hearing Association of Virginia and current graduate students in Speech-Language Pathology, have concerning the proposed endorsement for speech-language pathology assistants (SLPAs) in 8 VAC 20-22-540.</p> <p>While we recognize that there may be some value in establishing such an endorsement, we are requesting that language requiring the supervision of such assistants be included in the bill and that guidelines established by the American Speech-Language Association be followed. Such guidelines are currently in place for those speech-language pathologists serving children in the public schools who are on Medicaid. In addition, it should be made clear in the proposed standards that such assistants are not qualified to carry an independent caseload.</p> <p>I am including copies of letters signed by speech-language pathologists, many of whom have added their personal concerns regarding this proposed endorsement. All are concerned that such lowering of standards will not benefit children with speech and language disorders and are also concerned that this may have an impact on children with speech, language, and other mild disabilities making the Annual Yearly Progress mandated by No Child Left Behind.</p>
3/21/06	Eileen Abrahamsen	Vice President of Governmental and Professional Affairs, Speech and Hearing Association of Virginia	<p>I am also requesting that the title of Speech Language Pathologist (one that our profession has been using for over 30 years) be substituted for the current outdated title Special Education: speech-language disorders preK-12 as the license moves from a Postgraduate Professional License to a Pupil Personnel Services License. All other professionals licensed by Pupil Personnel Services are called by their professional title. This is in regard to 8 VAC 20-22-670.</p> <p>Thank you for listening to our concerns. I hope you will work with us to assure that</p>

Date	Name	Title and Organization	Speech-Language Pathologist Comments
			ALL children in public school systems in Virginia continue to receive quality instruction and support services so that we truly leave No Child Behind.
Undated	Dr. Michael Behrman	Faculty College of Education and Human Development	<p>The faculty of the special education teacher education programs commends the Commonwealth of Virginia for the proposed changes to teacher licensure in the state. We are focusing our comments on issues related to serving children with special needs.</p> <p>The faculty of George Mason University supports the following change to the proposed requirements:</p> <p>Consistent with the proposed changes, we endorse the proposal to move the Masters Level SLP to Pupil Personnel and the proposal to include in the state licensure endorsement the Speech/Language Assistant (<i>provided that they are supervised by a master's level SLP</i>).</p>
11/20/06	Rebekah Sargeant	Student University of Mary Washington	<p>I am a college sophomore who is in the process of completing an application to substitute in a local school system for Winter and Spring Breaks. I learned recently that if I take an additional ten hours of training by the coordinator of Speech Therapy Services in this local school system that I will be able to be a Speech Therapist Substitute.</p> <p>The only requirements to be a substitute are to pass the background check. TB screening and to have a high school diploma. I spoke to my mother who is a speech therapist in this school system about my being a sub. She said that this year she is over the maximum caseload that is suggested by the Virginia Department of Education and has 70 students. She was told that this school system is not going to hire another Speech Pathologist to help out. Instead she has been told that she is to use the SLP Assistant (para) to conduct therapy sessions. She has refused to do this because she believes that the SLP assistants were only meant to help out with filing paperwork and creating materials. However, she is being assigned more students in an effort to get her to use the SLPAs for therapy. My mother is concerned because the SLPAs are classified as paras and not substitutes. When she is absent, she is told that she is to turn over her lesson plans to the SLPA. However, my mother feels doing so is a violation of school board policy because if she is not in the therapy room for supervision, then she has left her classroom in charge of a para which no classroom teacher is permitted to do. When any other SLP is out and has access to a SLP para, she uses the para (who is not paid the higher substitute teacher pay) for makeup sessions. My mother has also been told that she is to write in as service provider for speech therapy: Speech Pathologist/SLP Para so that either staff member can deliver speech therapy. We have had many discussions on how frustrating it is to work under such conditions.</p> <p>I was wondering how this is permitted. Don't you have some sort of regulatory board to protect consumers from untrained staff? I was also thinking that this practice also denies a licensed Speech Pathologist the opportunity to practice</p>

Date	Name	Title and Organization	Speech-Language Pathologist Comments
			<p>because s/he is no longer needed to fill in for e.g. extended SLP leaves, such as maternity. Wouldn't it be protecting the profession to object to this questionable practice?</p> <p>O was thinking of a career in speech pathology but it doesn't seem that there is much regulation in this profession if all one needs is a high school diploma, a TB screen, background check and ten extra hours of training. On the other hand, it appears that the professions of Physical Therapy and Occupational Therapy have consumer safeguards in place because of the regulations governing the practice of these disciplines. Why does your board even exist?</p>
	<p>Pamela Hudson Baker, Ed.D.</p> <p>Michael M. Behrman, Ed.D.</p> <p>Helen A. Kellar</p> <p>Frederick Brigham, Ph.D.</p> <p>M. Susan Burns, Ph.D.</p> <p>Judith Fontana, Ph.D.</p> <p>Annie Fulcher, M.Ed.</p> <p>Joseph C. Gagnon, Ph.D.</p> <p>Mark B. Goor, Ph.D.</p> <p>Lori Jackman, Ph.D.</p> <p>Marci Kinas-Jerome M.Ed.</p> <p>Margaret King-Sears,</p>	<p>Assistant Professor of Education: ED/LD</p> <p>Coordinator</p> <p>Professor of Special Education: SD, AT, Special Education</p> <p>Associate Professor of Education: ED/LD</p> <p>Associate Professor of Education, ECSE, Undergraduate Advisor in ECSE &amp; SD</p> <p>Assistant Professor, TTAC, ED/LD</p> <p>Special Education Advisor</p> <p>Assistant Professor of Education: ED/LD</p> <p>Professor of Education: ED/LD</p> <p>Assistant Professor of Education: ED/LD</p> <p>Instructor SD/AT</p> <p>Professor of Education: ED/LD</p>	<p>Consistent with the proposed changes, we endorse the proposal to move the Masters Level SLP to Pupil Personnel and the proposal to include in the state licensure endorsement, the Speech-Language Assistant (<i>provided they are supervised by a Masters Level SLP</i>).</p>

Date	Name	Title and Organization	Speech-Language Pathologist Comments
	Ph.D.  Margo A. Mastropiero, Ph.D.  Nikki Miller, Ed.D.  Jane A. Razeghi, Ed.D.  Carmen Rioux-Bailey, Ed. S.  Thomas E. Scruggs, Ph.D.  Terry Werner, J.D.	Professor of Education: ED, LD, MR  Assistant Professor: TTAC, ED/LD  Associate Professor of Education: ED, LD, MR  Instructor: ED, LD, MR  Professor of Education: ED, LD, MR, Director Ph.D. in Education Program  Coordinator of Special Education Outreach Programs	

## Changes in Endorsement Requirements for History and Social Studies

<b>Date</b>	<b>Name</b>	<b>Title and Organization</b>	<b>Changes in Endorsement Requirements for History and Social Studies</b>
12/5/2006	Honorable James H. Dillard II	Fairfax County Citizen	<ul style="list-style-type: none"> <li>• Brought greetings from Commission in Civics Education</li> <li>• In terms of the requirements for an endorsement in history and social science, he was opposed to the lowering of hours in political science from 18 to 12 and the number of hours in geography from 9 to 6</li> <li>• In light of NCLB, it is not the right time to cut back on requirements—it sends the wrong message about Virginia’s support for highly qualified teachers</li> <li>• We need teachers who are well prepared in geography and political science</li> <li>• He also supports keeping the course in foundations of education in the professional studies requirements since it relates to social science and civics education.</li> </ul>
12/7/2006	Donald Zeigler	Professor of Geography Old Dominion University	<p>My name is Donald Zeigler. I am professor of Geography at Old Dominion University in Virginia Beach. I am also a founding member of the Virginia Geographic Alliance and a past president of the National Council for Geographic Education.</p> <p>I am here because I am concerned that the high standards which Virginia has set for licensing its social studies teachers may be diluted. My comments are pertinent to the Licensure of School Personnel 8VAC20-22—380, which proposes that the number of credits in geography needed for licensure be reduced from 9 credit hours to 6 credit hours. Please don’t approve this reduction in licensure requirements. Geography is critical to the globalizing world in which we live, and it commands a major part of the secondary curriculum. Note the titles of the four state-recommended courses for grades 8-12:</p> <p>World History and Geography to 1500 A.D.  World History and Geography: 1500 A.D. to present  World Geography  Virginia and United States History  Virginia and United States Government</p> <p>History appears in three of those titles; so does geography. We need well-trained teachers for these courses and that means training in geography.</p> <p>Because of distance learning capabilities, geography courses are more widely available than ever before. In my own area, Tidewater Community College and Regent University both offer online geography courses which are available to teachers across the state. At Old Dominion University, I have developed two graduate, SOL-oriented, CD-ROM/online courses, with state funding, and I am working on a third. One of these courses is offered every semester as a distance learning course. Every teacher in Virginia has access to nine credits in geography given these courses alone.</p>

Date	Name	Title and Organization	Changes in Endorsement Requirements for History and Social Studies
			<p>The state needs to affirm that geography, with all of its new geospatial technologies, is a priority of instruction. It offers a forum for teaching about the contemporary world and the global environment. And, the state has just put a Geographic Information System software package called ARCVIEW in every high school in the state. We have been moving the right direction; let's not reverse course.</p>
11/29/2006	Dr. Michael David	Department of Teaching and Learning School of Education Virginia Commonwealth University	<p><i>Item #380—Proposal to reduce the number of hours in geography from nine to six hours for an endorsement in social studies.</i></p> <p>VCU faculty oppose this proposal. Given the current context in Virginia and the nation, the state should be expanding teachers' knowledge in teaching geography, not reducing it. Geography is a major emphasis on the Virginia Standards of Learning. In addition, Virginia students will be competing in an increasingly global economy and affected by international events. Therefore, there seems to be no sound reason to reduce the amount of coursework that prospective social studies teachers need in this critical area.</p>
12/14/2006	Alice Reilly	Coordinator , K-12 Social Studies Fairfax County Public Schools	<p>My name is Alice Reilly and I am the social studies coordinator for Fairfax County Public Schools. I am also an adjunct professor in the Graduate School of Education at George Mason University. It is from these perspectives that I offer comments in reference to the proposed changes to the teacher licensure under <b>8VAC20-22-380</b>.</p> <p>As the social studies coordinator for my system, my responsibilities include visiting classrooms to observe instruction as well as provide professional development and resources related to social studies for our teachers. Based upon those experiences, teachers are asking for more content background knowledge, not less. Data collected from an intensive professional development program in American history called the Teaching American History Grant showed that teacher participants felt more confident in their classroom instruction and encouraged student discussions and questions as a result of this increased content knowledge.</p> <p>When SOL data is disaggregated and analyzed by schools, many schools express a need to include more geography in their instruction. This geography needs to include more than just "pick the location on a map" which is frequently the case. Students can easily do that but most often do not get instruction about the influence of geography on various events and cultures that are being studied. They miss important conceptual understandings as a result of teachers not prepared to include it in their instruction. As a social studies professional, I know that geography plays an important part of history. Think of the Crusades, the Silk Road, the explorers, westward expansion, and the rise of the United States as a world power as a result of the Spanish American War. The five themes of geography are key to the study of these events and teachers need to be able to articulate those in a meaningful way to students.</p> <p>Recently the General Assembly of the Commonwealth of Virginia established a Commission on Civic Education whose focus is to increase instruction in</p>

Date	Name	Title and Organization	Changes in Endorsement Requirements for History and Social Studies
			<p>government and citizen participation in our schools. Decreasing the number of hours required in political science by teachers would appear to be in direct conflict with that goal. Once again, teachers need to have a firm background in this area if they are to provide meaningful instruction.</p> <p>Assuming that prospective teachers will receive sufficient background knowledge in the myriad components of social science in their college history courses is naive. As with any coursework, it depends upon the professors, their method of teaching and their philosophy of history. One certainly cannot assume that every prospective teacher in Virginia will receive sufficient background knowledge in geography and political science by reducing the number of content hours required. While the reduction in the number of content hours would bring social studies more in line with other content areas, a license in secondary social studies is unique. Other content areas such as science, endorse teachers for a specific course such as Biology or Chemistry, not a general secondary science. With a secondary social science endorsement, teachers could be assigned to any one or combination of a number of social science courses offered. In Fairfax County Public Schools, we offer 11 electives in social studies besides the required SOL courses. If teachers are to be successful in higher level courses such as AP or IB, they must have a very strong background in that content. AP government is one of the largest enrolled AP courses in our system.</p> <p>Finally, as a professor of secondary social studies methods at George Mason University, I have had “Career Switcher” students in my classes. These students are given credit for content courses they have taken in the past which often is as an undergraduate and could have been taken as long as 20 years ago. As it stands right now, many of these individuals are unprepared because of insufficient content background which may not be current. The proposed changes would further exacerbate this problem by providing credit for “life experience”. Historiography continues to change as more primary documents are discovered and analyzed by historians. Prospective teachers need to know both the content and the pedagogy and reducing the requirement for content puts an added strain on these alternative licensure candidates.</p> <p>The propose changes are ill-advised not only because of the issues previously stated but also because of the increased globalization and interdependence of many cultures. In fact, the Fairfax County School Board has recently passed a strategic goal that calls for increased global awareness by our students. Where will the teachers of tomorrow get this information without sufficient content knowledge?</p>
12/15/2006	Vince Indelicato		<p>With regards to 8 VAC20-22-380, I am not in favor of these changes for several reasons. First, while 51 semester hours in History and Social Sciences may be seen to be excessive under the current regulations, I believe that the cut to semester 42 hours is a cut too far. Second, if a change needs to be made in the distribution of coursework, I believe that a better change would be to drop the History requirement</p>

Date	Name	Title and Organization	Changes in Endorsement Requirements for History and Social Studies
			<p>down to 15 semester hours, drop the Political Science requirement to 15 semester hours, and keep the Geography and Economics requirements at their current levels of nine and six semester hours respectively. This would bring the total required semester hours down to a more manageable 45 and provide an even distribution among the disciplines.</p> <p>In addition, the add-on endorsement requirements under 8VAC20-22-380.B. need to be looked at as they are too severe given the proposed reduction in semester hours. I would encourage the state to look at either removing the possibility for add-on endorsements in the social studies areas or open the add-on endorsements up to non-history/social studies endorsement holders. It does not make sense for a current holder of a social science endorsement to look at completing the add-on requirements when the requirements to get the full History and Social Sciences endorsement is not many more semester hours in general, and is in fact less in the areas of geography or economics. The add-on endorsement level of 21 semester hours only makes sense for a non-social science endorsee, and thus, the state should consider removing 8VAC20-22-830.B.1. and treating the add-on endorsements in this area like the Algebra I or Journalism add-on endorsement, which is open to all endorsement holders with a bachelor's degree.</p>
12/7/2006	Dr, Brennan M. Kraxberger,	Assistant Professor Department of Government and Public Affairs Christopher Newport University	<p>I am Brennan Kraxberger, Assistant professor at Christopher Newport University (CNU). At CNU, I teach geography and political science courses that support our teacher education program.</p> <p>I would like to address the proposed revisions to <i>Regulations Governing the Licensure of School Personnel</i> (8 VAC20-22-10 et seq.). Specifically I speak tonight in opposition to elements of the proposed requirements for secondary level licensure in History and social sciences (p. 42, 8 VAC-20-22-380). Given the breadth of learning required to successfully teach history and social sciences, I do not believe it is prudent to reduce the number of content area hours required for this endorsement from 51 semester hours to 42 hours (pg. 42, section A-2). I am particularly troubled that the proposed reduction of 9 credit hours would come from the two critical disciplines of geography (3 hours) and political science (6 hours). I will use the balance of my time to argue for more, not less, geography in our public schools, and in teacher training curricula in Virginia.</p> <p>Why is it important to retain the current requirement for 9 hours of geography coursework? Kids will need to understand their world in order to compete for jobs in an increasingly global economy, to help the United States meet international challenges from terrorism to avian flu, and simply to enjoy our diverse planet. Geography provides an essential spatial framework, as well as new technologies like geographic information systems (GIS), for understanding our world. More than just maps, geography addresses connections between people, places, cultures and environments. It is an essential complement to the study of history, civics, and economics.</p> <p>But sadly, our kids do not get enough geography. A major national survey</p>

Date	Name	Title and Organization	Changes in Endorsement Requirements for History and Social Studies
			<p>commissioned by National Geographic, and released in early 2006 (<a href="http://www.nationalgeographic.com/roper2006/findings.html">http://www.nationalgeographic.com/roper2006/findings.html</a>), confirmed what past surveys have revealed. These surveys show that young Americans do poorly on even basic geography skills. Following are excerpts from the summary of the National Geographic survey:</p> <p>“Americans are far from alone in the world, but from the perspective of many young Americans, we might as well be. Most young adults between the ages of 18 and 24 demonstrate a limited understanding of the world, and they place insufficient importance on the basic geographic skills that might enhance their knowledge.</p> <p>Young Americans answer about half (54 percent) of all the survey questions correctly. But by and large, majorities of young adults fail at a range of questions testing their basic geographic literacy.</p> <ul style="list-style-type: none"> <li>• Only 37% of young Americans can find Iraq on a map-though U.S. troops have been there since 2003...</li> <li>• 20% of young Americans think Sudan is in Asia. (It’s the largest country in Africa.)</li> <li>• 48% of young Americans believe the majority population in India is Muslim. (It’s Hindu-by a landslide.)</li> <li>• Half of young Americans can’t find New York on a map.</li> </ul> <p>These results suggest that young people in the United States – the most recent graduates of our educational system – are unprepared for an increasingly global future. Far too many lack even the most basic skills for navigating the international economy or understanding the relationships among people and places that provide critical context for world events.”</p> <p>Such results suggest that geography should be given more, not less, emphasis in our schools, as is done in most industrialized countries. Yes, our students should be required to take more geography in schools. Equally important, however, is the preparation of educators. It is unreasonable to expect better student performance outcomes without sufficient emphasis on geography training for future teachers. It is therefore unwise to lower the minimum geography requirement for secondary endorsement in History and social sciences.</p>
12/6/2006	David Hicks	Faculty History and Social Science Teacher Education Virginia Tech	<p>My name is David Hicks, History and Social Science Teacher Education at VT. I run a graduate level History and Social Science teacher preparation program. My comments are directed to the <u>Licensure of School Personnel</u> 8 VAC 20-22-380. My major concern is the proposed reduction in the content hours required for history and Social Sciences 6-12 licensure. My program is a 5<sup>th</sup> year program-where candidates are expected to gain solid content knowledge related to history and social science at the undergraduate level and then develop their abilities to take this content knowledge and make it teachable to children (pedagogical content knowledge) at the</p>

Date	Name	Title and Organization	Changes in Endorsement Requirements for History and Social Studies
			<p>graduate level. Currently at VT – which has a state and nationally accredited program, candidates for licensure must have at a minimum a Bachelors degree in a social science field (the majority of my students are either history or political science) with an additional 51 hour (sic) of content distributed in the following disciplines: History 18 hours; Political Science 18 hours (considered a minor at VT), 9 hours of Geog and 6 hours of Economics. I feel strongly that accruing such a disciplinary content knowledge provides prospective teachers with a fair knowledge base from which they can then be prepared to organize, implement and assess instruction in line with the Virginia 6-12 history and social science Standards of Learning. The current requirements set by the state are appropriate and recognized as quite strenuous when compared to other states—That (sic) is a good thing for Virginia’s schools and children.</p> <p>We live in an era that emphasizes the importance of (1) rigorous and demanding state standards, (2) accountability for students and teachers; and (3) preparing highly qualified teachers who are prepared to educate all children. That is a good thing for Virginia’s School (sic) and children.</p> <p>Preparing teachers for the challenges of educating 21<sup>st</sup> century citizens is a big job. To be successful in this task teachers need to have both high levels of content knowledge and pedagogical content knowledge. Nurturing and developing such complex knowledge systems is challenging yet vital if we are to have a cohort of teachers who have the knowledge, skills and critical dispositions to successfully educate tomorrow’s global citizen. With this in mind I am a little perplexed and concerned that the new licensure regulations are advocating reducing the current 51 hours of social science courses to 42 hours. Though history remains at 18 hours and economics remains at 6, the proposed reductions in political science course hours from 18 to 12, and geography course hours from 9 to 6 contradicts the general political overtures for securing highly qualified teachers who will strive to educate all children.</p> <p>Currently the Virginia SOL in history and social science are held in high regard by many educational think tanks. The Fordham foundation recent publication <i>The State of the State Standards 2006</i> <a href="http://www.edexcellence.net/foundation/publication/publications.cfm?id=358">http://www.edexcellence.net/foundation/publication/publications.cfm?id=358</a> gave the World history and geography standards an A and the US history standards a B.</p> <p>While it is good for Virginia’s schools and children that we have strong standards, it is important that we have knowledgeable teaches (sic) who are ready, willing, and able to teach these standards. Reducing the content requirements at a time when (1) we consistently see prospective teachers struggle to be successful on the praxis II social studies content test, (2) each year my cohort of the best and brightest history and social science graduates still panic that they do not have enough content knowledge to teach the SOL (I am lucky to be a (sic) VT. I have top-notch students</p>

Date	Name	Title and Organization	Changes in Endorsement Requirements for History and Social Studies
			<p>and I have the luxury of picking the best and the brightest), and (3) National reports such as the Roper report <a href="http://www.nationalgeographic.com/roper2006/">http://www.nationalgeographic.com/roper2006/</a> reveal an astounding level of geographic illiteracy amongst young adults ages 18-24; It (sic) just does not make sense to require less academic content preparation to be a history and social science teacher in the licensure requirements.</p> <p>Without trying to sound pedantic-the teacher of history and social science (social studies) does not have a good reputation in schools. It has often been the discipline where schools hide their coaches until the football or basketball season. Social studies teachers were coaches' first-teachers maybe third. Lessons were pulled directly from the textbook by individuals who themselves where (sic) learning the subject it appeared for the first time, and in general were just a night ahead of their children. The power and relevance of history and social science was lost on students because their teachers were ill prepared and lacked a strong content knowledge base, and as a result were incapable of taking history and social science content and making it powerful meaningful and teachable to students. I thought the tide in Virginia with regard to recognizing the importance of preparing cohorts of knowledgeable highly qualified history and social science teachers was changing in the right direction. I feel that the new licensure requirement that de-emphasis (sic) both the learning of content as well as the foundational educational course that help prospective teachers begin to understand that it means to be an educator of all children puts us on a path toward declining standards and weak ill prepared teachers of future citizens. Something that is ultimately economically, socially and politically unsound and not good for Virginia's schools and children</p>
12/5/2006	Martha Smith	Teacher Roanoke County Public Schools	<p>I am Martha Smith, a teacher in Roanoke County Schools for 25 years. For most of those years I have taught World Geography. I am also coordinator of the Southwest Region of the Virginia Geographic Alliance. I was distressed to learn of the proposal (8 VAC 20-22-380) to reduce the current 51 credit hours for licensure in History and Social Sciences to 42, especially change the 9 hours requirement in geography to 6 hours. I would advocate increasing the hour requirement.</p> <p>When I received my teaching license (years ago) in History and Social Studies, hours in geography were not required. I had no geography classes in college, but I was "a qualified teacher". When I found myself teaching World Geography, I felt very overwhelmed. Fortunately, I had the help and support of other teachers; without that I would not have lasted in the classroom. I took geography classes and worked very hard to acquire knowledge in geography. It is not an easy subject to teach; 9 hours credit is certainly a minimum for pre-teachers; reducing the number to 6 would severely hinder the content knowledge of first-year teachers and add to the stress of the first teaching job. We want to try to keep teachers in the profession – not add discouraging factors; feeling inadequate in terms of content would definitely be discouraging for new teachers.</p> <p>I have worked closely with several young teachers in the past few years who had the</p>

Date	Name	Title and Organization	Changes in Endorsement Requirements for History and Social Studies
			<p>9 hours in geography, but felt that they could certainly have used more credits to better prepare them for teaching the subject. Since geography is the “Mother of All History,” geography knowledge is essential to teach all social studies, especially U.S. and World History.</p> <p>If teachers are unprepared, we should not be surprised at Roper Polls that show how poorly U.S. 18-24 year olds do on basic geography questions. In an interdependent and global world, highly qualified geography teachers are essential. Having a 9-hour (or greater) geography requirement for licensure in History and Social Sciences helps meet that goal.</p>
12/5/2006	Dan B. Fleming	Professor Emeritus of Social Studies Education Virginia Tech	<p>ABTEL is reportedly considering changes in the certification of secondary history and social science teachers in Virginia. It is untimely to make such changes since the Department of Education will soon revisit the Standards of learning for history and the social sciences. Revisions in these SOLs could impact what is needed in teacher certification. For example, there is an organized move underway to give greater emphasis to civics and government in the curriculum. This suggests the need for greater preparation in the area of political science.</p> <p>Is ABTEL considering reducing the number of hours required for the secondary history and social sciences certification that now consists of 51 semester hours in history, political science, geography and economics? If so, it is puzzling why such a change is being considered in light of the national focus on upgrading public education. For Virginia’s 37 teacher education approved programs, this does not seem to be a problem, so what is the problem?</p> <p>The general history and social science certification was intended to allow teachers to teacher more subjects with very weak preparation in geography and solve staffing problems. If we want qualified teachers, we should be strengthening teacher requirements, not lowering them.</p> <p>A particularly significant subject for the 21<sup>st</sup> century is geography. In the highly acclaimed book by Tom Friedman, <i>The World Is Flat: A Brief History of the 21<sup>st</sup> Century</i>, Friedman declares that the world of tomorrow will be one of globalization and interdependence. Only those nations with the best educational system producing critical thinkers and an understanding of this changing world will succeed. Geography more than any other social science prepares students for this new age of globalization. Therefore I recommend that you increase the hours required for geography from nine hours to eighteen. Under history, you also should require at least six hours in non-western history or culture. I also recommend that for political science certification, a course in American government be required.</p> <p>These additions total 60 semester hours, indeed a large number. Perhaps that time has come to eliminate the general certification for high school history and social science teachers and go to a major-minor only approach. For example, a teacher</p>

Date	Name	Title and Organization	Changes in Endorsement Requirements for History and Social Studies
			<p>would be certified with 30 SH in history and in those other fields where you have taken at least 18 hours. Do not lower the quality of Virginia teachers by weakening their already inadequate content requirements for geography and political science.</p>
Undated	Dr. James L. Sellers,	Former Teacher/Administrator	<p>I've spent a career involved in education. As a former high school social studies teacher, central office social studies supervisor, elementary principal, middle school principal, assistant superintendent for instruction, interim school superintendent, and college professor, I've worked to strengthen education. I write here about concerns that I see with the proposed revision in social studies teacher licensure in Virginia.</p> <p>I know that it's difficult for some school divisions to always employ licensed teachers. For the most part, social studies teachers have not been overly difficult to employ. With that in mind, it's difficult for me to perceive that easing licensure requirements for social studies teachers would facilitate more teacher candidates applying for social studies teaching positions. Moreover, with less coursework in the social studies, I would not perceive that new teachers would be as qualified to teach in this content area. What then would be the rationale for lessening these teacher requirements?</p> <p>The teaching of the social studies involves a complex interplay between history, political science, geography, economics, sociology, psychology, and anthropology. It takes an understanding of all of these disciplines to balance an appropriate k-12 social studies classroom program. Currently, the Virginia Department of Education requires college course work in history, political science, geography, and economics to qualify one to be licensed to teach in the social studies. To leave geography and economics course work from this required college program of studies for licensure, as proposed, would surely weaken teacher education in the social studies. Moreover, I don't believe it would facilitate more college students majoring in social studies education or the employment of more social studies educators.</p> <p>Just as competency in the teaching of English/language arts requires a balance of reading (literature), writing, listening, speaking, and spelling; AND competency in mathematics education requires a balance of computation, patterning, algebra, geometry, trigonometry, and calculus, social studies education must be balanced in its approach. To remove geography and economics requirements from a college program of study for social studies majors would be tantamount to leaving writing and spelling from English/language arts requirements. The proposal is just not sound educationally, and potential benefits from it appear to be negligible.</p> <p>Please reconsider the proposal to change social studies education requirements. If an appropriate social studies education prepares students for productive living in a local, national, and international setting, then it must help students to understand and appreciate where we've been as a people in both time and place, along with accepting diverse thinking, living, believing, earning, and governing as strengths rather than liabilities. A balanced social studies experience for both prospective</p>

Date	Name	Title and Organization	Changes in Endorsement Requirements for History and Social Studies
			<p>teachers and for students K-12 is one way to promote that kind of thinking. That's what I would want for my children and my classroom students.</p>
Undated	Mrs. Theresa LaRocco	President Virginia Consortium of Social Studies Specialists and College Educators (VCSSSCE)	<p>I represent the Virginia Consortium of Social Studies Specialists and College Educators, a group comprised of Social Studies specialists, supervisors, coordinators, and college educators responsible for educating Virginia's teachers.</p> <p>I would like to specially address what I feel are inconsistencies with proposed revisions to the <u>Virginia Licensure Regulations for School Personnel</u>, section 8 VAC 20-21-290 History and Social Science (p.44).</p> <p>This sectional change would, in essence, reduce the number of hours required by college education programs for the initial certification of teaching personnel in the area of History and Social Science. Current regulations call for 51 total hours of course work to be divided in the following manner:</p> <ul style="list-style-type: none"> <li>• History: either a major in history or 18 semester hours coursework</li> <li>• Political Science: a major in political science or 18 hours in Political Science</li> <li>• Geography: 9 semester hours</li> <li>• Economics: 6 semester hours</li> </ul> <p>Proposed changes call for the following:</p> <ul style="list-style-type: none"> <li>• History: a major in history or 18 semester hours in history</li> <li>• Political Science: 12 semester hours in political science</li> <li>• Geography: 6 semester hours</li> <li>• Economics: 6 semester hours</li> </ul> <p>A reduction in coursework requirements of nine hours does not seem in keeping with the stringent requirements which are being placed upon our schools and their administrations by the No Child Left Behind Act (which will be revisited in 2007 by the U.S. Congress), nor is it in keeping with the rigid standards established by the Virginia Standards of learning. (History &amp; Social Science 1995, 2001) School divisions across the Commonwealth are working diligently to provide the best education possible to our students, but reducing requirements in content course for teachers will only diminish their ability to impart the best educational information and methods to their students.</p> <p>Having just returned from the National Social Studies Conference in Washington, D.C., it was quite edifying to hear professionals from other states praise Virginia for their richness of content and their success at delivery of this content to the students. And hearing of their problems and issues with content and delivery of their content, I felt very fortunate to be exactly where I am – in Virginia!</p> <p>But to continue with this successful program, we need to “stay the course” in terms of the requirements needed for an individual to be licensed to teach. As a Social</p>

Date	Name	Title and Organization	Changes in Endorsement Requirements for History and Social Studies
			<p>Studies coordinator in the City of Salem. (sic) I work with teachers daily who are dedicated to their profession and to the commitment of providing the best instruction possible for our children. To help them to do that, I have helped to provide access to a Teaching American History grant from the U.S. Department of Education. Teachers are thirsting for more content information, not less! They have all taken the necessary steps to become certified in the Commonwealth, but many feel that they are not qualified to teach the standards established by the SOLS without additional coursework.</p> <p>Virginia Standards of Learning in History &amp; Social Science require historic, civic, geographic, and economic skills and information. All are highly specific areas of content expertise. Think about it...how many people can explain the various types of economic resources with any accuracy? The average third grade can because they have learned in the first three years of their educational experience about these resources. Where in the world is South Korea or Iraq or Mali? These are examples of the importance of forming the basis of geographic information for our young people. If we are to be a globally interdependent society, we must equip our students with these skills and information. But our teachers must have the necessary equipment first!</p> <p>Teachers without content knowledge struggle to deliver proper information and skills to their students. While they work hard to do so, one has to wonder what they will miss because of lack of content development.</p> <p>As a teacher, I have grown more comfortable in my classroom as I have gained additional knowledge. When I have been assigned to teacher subject that I have less training in, the results are mixed. It is an uncomfortable feeling to be thrown into a classroom situation without proper training. Would we ask someone to perform surgery on a patient while they were still acquiring their medical school training? They might have some hours, and seen the procedure done, but seeing it and doing it with an adequate amount of training and knowledge are two very different things!</p> <p>Education in the twenty-first century is very different from the initial experience of many educators in this room. Teacher (sic) are being asked to do more with our students, teach more to our students and are being held more accountable than ever. It would be unforgivable to place a teacher in a classroom with less than adequate training in their content area.</p> <p>The federal government as well as the state government is continually adding the “little extras” to the teacher’s place. With the additional of so many extras, they have difficulty keeping up with what they need to be qualified. In just the past year, the General Assembly has legislated to include the development of a new Civics commission for the Commonwealth to help educators strengthen the level of content delivered to students. If we need to strengthen content according to the members of</p>

Date	Name	Title and Organization	Changes in Endorsement Requirements for History and Social Studies
			<p>the legislature, we don't need to eliminate course content hours. The opposite would be true!</p> <p>The additional of a personal finance course for all Virginia students has also pointed attention at the need for additional content hours in economics for personnel assigned to this area. There has been no mention of additional content coursework in Economics.</p> <p>We live in a global world in every way. In Social Studies, we offer our students the world from every perspective! We need to be able to do so with confidence and conviction. Removing course requirements in the area of History and Social Studies is not going to enable the teachers of the Commonwealth of Virginia, but will detract from the effective job that they wish to provide for all students in Virginia.</p> <p>Education teachers are educated adequately in all discipline areas of the Social Studies – History, Political Science, Geography, and Economics. Please vote to maintain the current licensure requirements for History and the Social Sciences.</p>
11/26/2006	Dr. Joseph Enedy	Professor Emeritus of Geography, JMU and Co-coordinator of the Virginia Geographic Alliance	<p>My name is Dr. Joseph Enedy, Professor Emeritus of Geography JMU and Co-coordinator of the Virginia Geographic Alliance</p> <p>The Virginia Geographic Alliance (VGA) is a 501 (C3), Not for Profit, with the mission of “improving the teaching and learning of geography in the schools of Virginia”.</p> <p>Established in 1987 with National Geographic Society help, endowed with National Geographic Society funds and funds from the legislature in 2000, we have worked since to advance the mission.</p> <p>The majority of my comments are directed to the <u>Licensure of School Personnel</u> 8 VAC 20-22-380. There I find the History and Social Sciences hours required for licensure reduced from 51 to 42. The current 51 credit hrs requirements distributed between (History(18), political science (18 proposed to be reduced to 12), geography (9 proposed to be reduced to 6) and economics (stays at 6)) qualifies/licenses one to teach in these disciplines but also psychology and sociology. Reducing that number from 51 to 42 seems to be going the wrong way.</p> <p>Why do I say the wrong way?</p> <ul style="list-style-type: none"> <li>From a national perspective: Roper polls conducted in 2002 and 2006 support what James B. Hunt writes in “A New World View: Preparing Our Students for Work and Citizenship in a Global Age”. “...one of most significant but least acknowledged challenges of our time; the enormous gap between the increasing importance of other world regions to our nation's economic prosperity and national security and our students' rudimentary knowledge of the 90% of the world outside our borders.” From the sample focus group of 18-24 year olds an example: Over 90%</li> </ul>

Date	Name	Title and Organization	Changes in Endorsement Requirements for History and Social Studies
			<p>could ID the US on a world map but only 35% could ID America's ally Great Britain correctly.</p> <ul style="list-style-type: none"> <li>• Summit participants "International Education in Virginia" Summit in May, '06 heard speakers, suggest that "we are in a race and don't know it" (sic) The Roper Poll statistics seem to confirm this—don't they?</li> <li>• From an informal poll of Social Science educators at our colleges and universities, I'm told that scores on the Praxis II History and Social Science exam are low and the lowest are Economics and Geography. The above mentioned cuts will continue the slide—maybe to political science also.</li> <li>• My undergraduate minor in Geography did not prepare me for the first position as a secondary geography teacher. It took about five years of hard work, further course work, etc. Yes, five years, the most critical in terms of staying with teaching or finding something else. That is the time frame in which we lose most of our new teachers, isn't it?</li> <li>• With my work in the VGA I've been involved with K-12 teachers for about 20 years conducting summer institutes of 1-3 weeks, leading summer travel study courses, conducting in-service workshops, etc (sic) I consistently hear teachers asking for more content, more/better understandings of processes such as migration, landform changes, etc. They recognize what will do them the most good.</li> <li>• Dr. Don Zeigler of ODU has developed with DOE support an internet and CD Rom based two course titled "World Geography Connects: To 1500" and a second "World Geography Connect: 1500 to Present". "The purpose of the course is to help teachers incorporate more geography into the world history and geography curriculum." WHY? Because both the DOE and teachers recognize that they have too little geography in their background to do an adequate job. The course(s) have been offered 15 times since 2001 and have had enrollments ranging from a low of 50 to a high of 120. The majority are WORLD HISTORY AND GEOGRAPHY TEACHERS and who have come through the licensing requirements currently in force. Obviously not enough geography to meet the SOL's they must attempt to satisfy.</li> </ul> <p>IN CONCLUSION, I repeat, these reductions are going the wrong way. In addition, the VGA would have expected greater consultation with your own Staff here, professional organizations, division social studies coordinators.(sic) etc. before modifying the pre service requirements so drastically.</p> <p>The latter group is on the front lines trying to meet the requirements of SOL's, NCLB etc. They (sic) their social studies teachers and their needs.</p> <p>These final comments are directed to the other hearing being conducted here today and that the REGULATIONS GOVERNING THE REVIEW AND APPROVAL OF EDUCATION PROGRAM S IN VIRGINIA. This relates to the 37 institutions of higher learning in the state that have licensed education programs. Do you realize</p>

Date	Name	Title and Organization	Changes in Endorsement Requirements for History and Social Studies
			<p>that part one(1) of this same section referenced earlier (above) will continue an open gate policy or is it a turning the head policy or maybe whose in charge? Graduates from some of our Licensed college and university programs in History and Social science can exit with as few as one course in economics or one course in geography none in Sociology, or Psychology and be “qualified” and licensed to teach those subject areas. I wouldn’t be very comfortable in a secondary classroom with one or even three classes in a discipline.</p> <p>Sorry to say this so publicly, but the VGA suggests an in depth examination of the changes being proposed as well as an examination of how a teaching area such as History and Social Sciences (History, Pol Sci, Geography, Economics, Sociology, Psychology) can become licensed and fail to match the rigor of the section above that proposes to reduce the required hours from 51 to 42.</p>
Undated	Joseph D. Eney	Professor Emeritus of Geography, Co-coordinator Virginia Geographic Alliance and Geographical Society	<p>I am writing directly to you about the proposed revisions to the <u>Regulations Governing the Licensure of School Personnel</u> and specifically 8VAC20-22-380 History and Social Sciences. I and many others responded to the numerical reduction of semester hours of geography and political science under A.2 of the above section. The rationale for such reductions has never been stated, however, the reasons for maintaining the present discipline and semester hour requirements are strong.</p> <p>The three minute limit for comments at the hearings held by the Board left little time for stating other concerns. One concern that surfaced while preparing comments on the above referenced reductions and made briefly at the Richmond hearing (11/29) is related to A.1. which states “Graduated from an approved teacher preparation program in history and social science; or “. A sampling of such programs via college and university internet sites suggests that the Board of Education licensed programs vary in terms of semester hour requirements and mix of social studies. If licensure is designed to insure that we have “highly qualified” teachers in our classrooms that support of the Standards of Learning (SOL) it is this organizations opinion that there be a tighter (sic)</p> <p>Virginia’s Standards of Learning have received recognition by national educators and education groups. The high stakes testing of the content rich history, geography, political science (civics), etc (sic) places the burden on the teacher and ultimately the student. The licensing of programs in history and social sciences, as in part A.1., at universities that cannot or won’t require at least the minimum number of semester hours (51) and subject areas listed in part 2 of the current section of the REGULATIONS seems to be imposing a terrible shortcoming on those future teachers. Reducing the number of semester hours from 51 to 42 adds to an already minimal number of hours in geography and economics. We urge the Board and the Departments licensing office to look closely at the process and standards used to license education programs. As it reads and where it appears in the REGULATIONS... (i.e. A.1), one is led to believe that the programs guarantee a</p>

Date	Name	Title and Organization	Changes in Endorsement Requirements for History and Social Studies
			better background in the social sciences than the current 51 semester hours of credit. After examining a few of the licensed programs, we strongly disagree.
11/29/2006	Dr. Robert W. Morrill	Professor Emeritus of Geography, Virginia Tech and Co-coordinator, Virginia Geographic Alliance	<p>The Virginia Standards of Learning require geographic knowledge, skills and perspectives from kindergarten through high school. Teachers need to know geography if they are expected to teach it.</p> <p>Recent Roper polls reveal an alarming lack of geographic knowledge among American students and young adults. Teachers with good backgrounds in geography can help remedy the problem of geographic illiteracy.</p> <p>Understanding Virginia history, United States history and World history requires a foundation in geographic ideas and facts. Teachers need to know how to relate geography and history.</p> <p>We live in a world of global to local interconnections. Events near and far cannot be understood without knowledge of places and how they relate to each other. Global economic activities affect our daily lives. Many of the products we use come from other countries. We need to know how our economy relates to other countries.</p> <p>Environmental changes are affecting us and other people all over the world. We need to understand how the global ecosystem is changing and how those changes influence our lives. Geography courses teach about environment changes and their consequences on human communities.</p> <p>Employment opportunities are rapidly expanding in fields that use geography for information gathering and decision-making. Technologies related to measuring changes on Earth's surface are growing and there are not enough trained people to fill the jobs available that use geographic information systems, remote sensing and navigation tools.</p> <p>Being a productive and effective citizen requires knowledge of our own society and other societies. How we use our land, water and air and the consequences of our choices is important geographical information. Citizens need accurate and up-to-date geographic information to make sound personal and community decisions. Informed teachers make a significant difference in how young people relate to local environments and local communities.</p> <p>Knowledge of geography is fundamental and essential in our daily lives. Social studies teachers need a sound background in geography.</p> <p>We need to expand rather than reduce the amount of geography preparation required of young people entering the teaching profession.</p> <p style="text-align: center;"><b>Teachers cannot teach what they do not know.</b></p>

Date	Name	Title and Organization	Changes in Endorsement Requirements for History and Social Studies
12/5/2006	Bill Brazier	Social Science Curriculum Supervisor Loudoun County Public Schools	<p>My name is Bill Brazier, and I currently serve as the Social Science Curriculum Supervisor for Loudoun County Public Schools. I'm speaking to you tonight from the perspective of someone in that position, who cares a great deal about our students' education—especially in the fields of history and social science.</p> <p>My desire to speak tonight comes from one powerful observation I have made in my position over the last 4 years: our students and our teachers need more, not less, instruction in history and social science content.</p> <p>This observation comes from both our testing results and our work in staff development with our teachers. In staff development sessions and workshops that we plan from year to year, we are amazed not only by the number of teachers who request content sessions in history, government, sociology, etc., but by the content information we learn our teachers do not have during the conduct of these sessions.</p> <p>With our testing results, when we look at both our disaggregated data and “Student Performance by Question” reports over the past four years, we find our weakest spots to be in conceptual relationships between geographical location, land formations, resources-and the economies and social structures that develop in relation to them.</p> <p>In practical terms, this means that students come away from units on the Civil War memorizing certain battles and events – maybe even in the right sequence – but without an appreciation for the geographic, economic, and social conditions which caused the northern and southern states to be almost two different societies/countries in the first place. They know about the war, but don't necessarily understand it. They miss questions on our assessments, and more importantly, miss key understandings that help them deal with their own historical context, when they don't have the conceptual framework that a full and well-rounded social science preparation gives them – and that can only be given by teachers who have that same type of preparation at an advanced level.</p> <p><b>In reference to 8VAC20-22-140. Early/primary education preK-3:</b></p> <p>Teachers are required, under the new guidelines, to have 6 semester hours in history, which must include American history and world history. They must also have 6 semester hours in geography and economics. This works out to one course in each of these four subjects. With this amount of preparation, teachers hardly have the cognitive time to develop conceptual contexts, and are thus not really ready to help the students build one.</p> <p><b>In reference to 8VAC20-22-150. Elementary education preK-6:</b></p> <p>Teachers are required to have 9 semester hours in history, and 6 semester hours of</p>

Date	Name	Title and Organization	Changes in Endorsement Requirements for History and Social Studies
			<p>social science. The history course must include American and world history, and the social science courses must include geography and economics. There is nothing about Virginia history here, which is a content-rich curriculum that must be taught in grade 4 or 5. Teachers will be entering fourth grade classrooms under these provisions lacking not only content, but the conceptual links between it and economics and geography.</p> <p><b>In reference to 8VAC20-22-160. Middle education 6-8:</b></p> <p>Teachers are required to have 21 semester hours in history and social science, divided between American history, world history, economics, American government, and geography. This translates into 1 course per subject listed, plus two more unspecified. Teachers could conceivably have 9 semester hours in world history, 3 in everything else, and be placed in a middle school where the curriculum is dominated by US History and US Civics/Economics – as is most Virginia jurisdictions.</p> <p><b>In reference to 8VAC20-22-380. History and social sciences:</b></p> <p>Teachers are required to have 18 semester hours divided between American history, Virginia history, and world history. That would be an average of two courses per subject, or one course in two of them and three in one other. A teacher could enter a world history class to teach with just one course in world history in his/her background. Teachers are also required to have 6 semester hours of Geography and 6 in Economics. The Geography requirement is a reduction of 3 semester hours! I would like to ask the Board to consider increasing Economics requirement to 9 semester hours and leaving the Geography requirement at 9 semester hours where it stands now. That conceptual link between these disciplines is crucial to students studying our high school curriculum. It becomes even more important when we keep in mind that the state just added new Economics and Financial Literacy objectives to the curriculum for grades 6-12. True, there may be taught in Career and technical (sic) Education classes according to the guidelines, but not according to the requirement that ALL students be taught these objectives before graduation: Career and Tech. Ed. Courses are not required of all students, but Government is...</p> <p>Finally, one cannot compare social science and history to other content areas like English, math, and science when thinking about the total number of semester hours required. It is true that these other core disciplines have semester hour requirements that are lower than history and social science, but those disciplines do not offer a general certification and expect it to cover all the fields within it. Science certification, for example, is not general. A teacher has to be certified in Biology or Chemistry; a “Science” certification will not allow a teacher to teach both those subjects. In social science and history, however, a general certification is supposedly sufficient to qualify a teacher to teach history, government, sociology, economics,</p>

Date	Name	Title and Organization	Changes in Endorsement Requirements for History and Social Studies
			and psychology. More semester hours for social science certification should, therefore be required than for other core subjects.
12/10/2006	Gilbert M. Grosvenor	Chairman of the Board, National Geographic Society	<p>I am writing to express my concern about the proposed revision of the “Virginia Licensure Regulations for School Personnel.” The proposed revisions would reduce the number of semester hours required for history and Social Science licensure from 51 to 42 and more specifically reduce the requirements for geography from nine to six semester hours.</p> <p>Since the mid 1980s the National Geographic Society has invested a great deal of effort and more than \$100 million in a national effort to restore geography education to the classroom. Through a national network of State Geographic Alliances, we have helped tens of thousands of teachers elevate instruction in geography from tedious rote learning to the stage where students grasp the concepts that explain how and why people and places are distributed around the globe. The Virginia Geographic Alliance hosted by the James Madison University and Virginia Tech is a highly regarded member of that network. The Alliances have shown how geography provides the tools and the context for understanding environmental, cultural, political, and economic issues. Several of the state Alliances are demonstrating how learning geography can enhance the learning of reading and math. Geography is more than an important constituent of a liberal education, it is a widely recognized 21<sup>st</sup> century skill whose mastery is an essential tool for the success of American students.</p> <p>The Commonwealth of Virginia and the Virginia Department of Education have been valuable partners in our mission to improve geographic literacy. The Department has supported the Virginia Geographic Alliance and several years ago the State appropriated \$500,000 which was matched dollar for dollar by the National Geographic Society to create an endowment for geography education in the state. In addition, the NGS Education Foundation has awarded more than \$1 million in direct grants to the Alliance to provide continuing education for Virginia teachers.</p> <p>The federal government has also recognized the importance of geography. The “No Child Left Behind Act” includes geography among the “core academic subjects” that every student is expected to master and whose teachers are expected to be “highly qualified.”</p> <p>I understand the desire to streamline academic requirements for teachers, but reducing the semester hours required for geography preparation seems to send the message that the subject is considered peripheral to social science education. If helping students memorize state capitals and major landforms and bodies of water were all that we hoped to accomplish then six semester hours might be enough, but modern geography is far more than that and the consequences of illiteracy in the subject are far more serious. A recent article in the Denver Post newspaper reported the soaring demand for people qualified in geospatial technologies and the difficulty</p>

Date	Name	Title and Organization	Changes in Endorsement Requirements for History and Social Studies
			<p>of finding employees with those geographic qualifications.</p> <p>It seems to me that nine semester hours of geography is a thin enough qualification for social science teachers. To reduce the requirement to six hours will erode the quality of instruction that the Commonwealth of Virginia, the Virginia Geographic Alliance and the National Geographic Society have worked so hard to improve. I urge the Department to reconsider the recommendation.</p>
12/14/2006	Lorna S. Robertson Director	Office of Secondary Instructional Services Virginia Beach City Public Schools	<p>Please accept these remarks referencing the Proposed Licensure Regulations for High School History and Social Science teachers (VAC 20-21-290):</p> <p>Currently, the Commonwealth of Virginia mandates Standards of Learning for middle and high school social studies in five areas: Virginia and United States Government, Virginia and United States(sic) History, World History, Civics and Economics, and World Geography. Four of these are tested by middle school SOL tests and high school End-of-Course tests. At the present time, EOC scores on the World Geography SOL test are among the lowest in the Social Studies, and the economic strand questions on all tests are low.</p> <p>Hence, it is a great concern that the State Board is considering lowering the number of required college credits in content courses for licensure in the areas of Political Science and Geography for the history and Social Science endorsement.</p> <p>The History and Social Sciences are comprised of discrete disciplines. Teachers must have a solid grounding in each of disciplines in order to be effective. There is abundant research that supports the premise that teacher content knowledge is a primary factor in student academic achievement. The lack of teacher content expertise in the subject that is being taught can be addressed by continued strong support from the licensure regulations. Asking a history-trained teacher to successfully teach a World Geography class would have the same result as asking a physics-trained teacher to successfully teach a Biology class. The proposed reduction in licensure requirements would perpetuate a culture of “jack of all trades, and master of none.”</p> <p>Virginia Beach City Public Schools encourages the highest level of content preparation for teachers and would endorse the retention of current licensure standards, if not an increased requirement in geography and political science, in the Social Studies.</p>

## Change in Student Teaching/Field Experiences

Date	Name	Title and Organization	Change in Student Teaching/Field Experiences
8/9/2005	John Hillison	Professor and Head, Agricultural Extension Education	<p>I am writing to express concern with the proposed regulation of changing the required classroom student teaching hours from 150 to 300 and the total experience to be changed from 300 to 500 (p.25 of the proposal).</p> <p>The amount of hours in place is preparing future teachers quite adequately. Here are my concerns:</p> <ul style="list-style-type: none"> <li>-There has been indication that teacher training institutions in the State already meet the proposed increased hours; however, there are numerous exceptions to that depending on the subject matter and endorsement area of the future teacher.</li> <li>-Student teaching is a partnership between the teacher training institutions and public schools. The public schools are very concerned with accreditation based on SOL test scores. It will work a great handicap on public schools to have veteran teachers in the back of the classroom supervising a novice student teacher for 300 hours while students are being prepared to take SOL tests.</li> <li>-Some have indicated it would be possible to complete the 150/300 hours experience in one semester; however, the university and public school semesters do not overlap perfectly.</li> <li>-I have yet to have anyone explain the problem that is being solved by significantly adding to the number of hours student teachers must complete.</li> <li>-There is a shortage of teachers in many endorsement areas. With a trend towards five year teacher preparation, acceptance of this provision could mean a six year teacher preparation program.</li> <li>-Some have suggested that No Child Left Behind legislation requires additional hours for student teachers. However, that is not true, it is not that prescriptive. The No Child Left Behind legislation defines a highly qualified teacher as having a bachelor's degree, be fully certified as defined by the state department of education, and be able to demonstrate subject matter competence in any core subject taught.</li> </ul>
12/7/2006	Katherine C. Kersey	Chairperson Dept. of ESSE Old Dominion University	<p>At the present time, the new regulations (page 3) read: “ ‘Field experiences’ means program components that are conducted in off-campus setting. They include classroom observations, tutoring, assisting teachers and school administrators, student teaching and internships.”</p> <p>I would like to respectfully request that the wording be changed to:  “ ‘Field experiences’ refers to classroom observations, tutoring, assisting teachers and school administrators, student teaching and internships made in any public school, accredited nonpublic school or campus school settings with teachers who are fully licensed in the Commonwealth of Virginia.</p> <p>The current wording does not stipulate a public or non public setting, but it inadvertently excludes the use of on campus teacher training facilities such as the ODU Child Study Center, which is an accredited (SACS), licensed Special Purpose School designed specifically for training licensed teachers within the context of a</p>

Date	Name	Title and Organization	Change in Student Teaching/Field Experiences
			<p>state university teacher preparation program. The students (PK-6) complete 75 hours of the practicum experience under the supervision of licensed master's degreed teachers at the Child Study Center, and the remaining 75 hours in a public school setting.</p> <p>The training that PK-3 and PK-6 students receive provides hands-on experience working with Masters degreed, licensed teachers in exemplary classroom environments characterized by research based, developmentally appropriate practices, and proven positive classroom management and instructional interaction techniques that are linked to successful social and education outcomes for children. Teachers trained in our program are highly sought after and extremely marketable because of the outstanding skills they gain which training in this environment. Our practices and training techniques exemplify excellence in teaching practices and serve as a model for other preschool and kindergartens.</p> <p>We are requesting that our "on campus" facilities will continue to qualify as a state approved field experience or that some type of waiver be made that would allow for students to continue to be placed at the ODU Child Study Center for their field/practicum experience.</p>
11/28/2006	William H. Graves	Dean, Darden College of Education Old Dominion University	<p>This e-mail is intended as a request for a change in the proposed Regulations Governing the Review and Approval of Education Programs in Virginia (8 VAC 20-542-10 et seq.).</p> <p>As dean of the Darden College of Education at Old Dominion University, I request a change in the definition of field experiences which appears in the above referenced proposed regulations.</p> <p>The proposed definition of field experiences is</p> <p>"Field experiences" means program components that are conducted in off-campus settings. They include classroom observations, tutoring, assisting teachers and school administrators, student teaching, and internships.</p> <p>If this definition were to remain, the PK-6 Elementary Education and PK-3 Early Childhood Education programs at Old Dominion University would be adversely affected. Let me explain how. Using this definition, Old Dominion University would not be able to use either our Child Development Center or our Child Study Center as a practicum site. Our centers enjoy SACS accreditation as a licensed special purpose school. The university sought this SACS accreditation separate from that of the university to ensure that the services provided and teachers employed by the university met the same standards public schools meet in Virginia and in the states</p>

Date	Name	Title and Organization	Change in Student Teaching/Field Experiences
			<p>served by SACS. The Child Development and Study Centers are widely regarded as models for the Commonwealth. The teachers employed to provide early childhood education services are required to have masters degrees in early childhood education, and we require them to be licensed in early childhood education by the Virginia Board of Education. These measures meet the requirements of NCLB.</p> <p>We request following modification of the definition of field experiences. The requested additional language is in italics and bold.</p> <p>“Field experiences” means program components that are conducted in off-campus settings or on-campus settings dedicated to the instruction of children who would or could otherwise be served by school divisions in Virginia and are accredited for this purpose by external entities such as regional accrediting agencies. They include classroom observations, tutoring, assisting teachers and school administrators, student teaching, and internships.</p> <p>Old Dominion University requests this change because we believe that the preparation of the graduates of our PK-3 and PK-6 programs who have practicums in our Child Development and Child Study Centers are better teachers because of these field experiences and are better able to meet the instructional and other learning needs of their PK-3 and PK-6 pupils in Virginia’s schools. Also, we believe we are asking for a higher standard for on-campus settings that will not weaken the existing definition or intent of the Virginia Board of Education.</p> <p>Thank you for considering this request in the definition of field experiences.</p>
11/29/2006	Beverly J. Warren	Interim Dean School of Education Virginia Commonwealth University	<p>I appreciate the opportunity to speak at this public hearing and commend the Board for its willingness to seek input from the variety of constituents who will be affected by the proposed revisions in the preparation and licensure of school personnel. I also commend you for your deliberate and dedicated pursuit of determining the best method of preparing the next generation of teachers and school leaders. I feel that it is safe to say that all schools of education in higher education here in the Commonwealth share that dedication and commitment. It is imperative that we identify a “signature pedagogy” for the preparation of school personnel, and the accomplishment this important initiative will require the cooperation and input of all who are involved in P-16 education. Education is increasingly important to the success of both individuals and nations in this 21<sup>st</sup> century where the value of a nation’s intellectual capital exceeds the value of its industrial capital in terms of evolving to a place of prominence in the global sphere of influence.</p> <p>In any profession there are key elements that define what it means to be a professional, beginning with the ethical pledge that members of professions make to the welfare of all of their clients. It is no different in the profession of teaching and</p>

Date	Name	Title and Organization	Change in Student Teaching/Field Experiences
			<p>school administration where there must be a commitment to help ALL students succeed. Thus, how we prepare teachers and school leaders is vitally important because there must be a solid foundation to act effectively on that commitment. This requires that our practices and policies are grounded in strong evidence about what specifically comprises effective teaching and leadership. We are sorely lacking in strong empirical evidence regarding best practices, and schools of education must lead the way in providing more clear evidence regarding the signature pedagogy for the preparation of school personnel.</p> <p>However, there are some components on which we have evidence-based best practices to begin the framework of a “signature pedagogy”.</p> <p>We know that a teacher’s solid preparation in a designated content area is positively related to student achievement. Likewise, there is strong evidence suggesting that learning how to teach allows teachers to better use their knowledge of what to teach. Thus, it is imperative that the Board address quality preparation of school personnel and ensure that there is equal rigor in the multiple routes to licensure. Studies indicate that teachers who pursued five year preparation programs were better prepared to meet the rigors of addressing the needs of all students early in their career and were more likely to stay in teaching for a longer period of time. I believe in alternative routes to licensure. I also strongly believe that equal rigor must be applied to all paths to licensure.</p> <p>We also have strong evidence that a key element of successful learning is the opportunity to apply what is being learned and to refine it. Though the importance of actual teaching/leadership experience has been reinforced by research findings verifying the value of practice teaching and immersion in school leadership, it is important to recognize that practice alone does not make perfect, or even good, performance. Although, there is no firm evidence that a 500 hour clinical experience is more valuable than a 300 or 400 hour experience, there is strong evidence that candidates for teaching and school leadership should be introduced early and often to authentic classroom and school leadership experiences. Permitting flexibility in the hours required for the final internship while mandating actual teaching/leadership experience hours across the curriculum may be a more valuable approach to the development of skilled teachers and school leaders.</p> <p>What is most important in the practice teaching experience is that candidates receive effective and competent feedback from experienced, highly qualified teacher supervisors. Identifying and rewarding mentor teachers and teacher leaders is one of the most vital elements in the preparation, induction, and retention of the next generation of teachers and school leaders. Just as accreditation of teacher preparation programs should not be a local decision of the university, the designation of teacher mentors and teacher leaders should not be left in the hands of local school divisions. There is strong evidence that supports the importance of strong and</p>

Date	Name	Title and Organization	Change in Student Teaching/Field Experiences
			<p>effective modeling of good teaching/leadership practices. We have strong mentor training models in the Commonwealth, and Virginia could become a leader in the development of effective mentors and teacher leaders who can assist in the preparation, induction, and retention of promising young professionals. It will take a community of support from the state department, local school divisions, and teacher preparation programs to work together to model best practices. I strongly urge the Board to maintain central training and assessment model(s) for preparing clinical faculty.</p> <p>Lastly, a “signature pedagogy” for a profession cannot simply be a collection of content specific coursework coupled with creative tools of methodology. To prepare the next generation to be effective citizens in a global economy, we must have highly qualified teachers in every classroom – this includes more than content knowledge and solid pedagogy. It must include teachers who respect and value diverse learners, who can place teaching in the context of civic responsibility and social conscience, and who understand fully the “why” of education as well as the “how” of classroom practice. No set of required coursework experiences or complete “bag of tricks” can compare to teachers who have had the opportunity to engage in reflective thinking and interaction about the importance of an educated and ethical society and how they can contribute to the enhancement of the highest order of thinking and social responsibility in the citizenry of tomorrow. I urge the Board to re-think the deletion of preparation in the foundations of education. Rather, I would urge you to challenge schools of education to develop models for ensuring an understanding of assessment practices and interpretation of data, and employing effective classroom management techniques while maintaining a focus on a strong foundational base for the next generation of teachers and school leaders.</p> <p>I thank you for your time and willingness to listen. I pledge my support and that of the VCU School of Education in continuing to assist in defining and refining a “signature pedagogy” for the next generation of teachers and school leaders.</p>
11/29/2006	Dr. Michael Davis	Department of Teaching and Learning School of Education Virginia Commonwealth University	<p><i>Item #90—Proposal to increase the required number of hours for student teaching from 300 to 500 hours for all teacher preparation programs.</i></p> <p>VCU faculty would like to know the research base for increasing the total number of hours of student teaching. Increasing the number of hours that teacher candidates must spend student teaching will have a financial impact on preservice teachers and may result in significant staffing implications. Without an adequate research base to support such a change, it will be hard to justify the significant staffing implications and financial costs to students.</p>
12/15/2006	Dr. Lissa Power de-Fur	Chair, Department of Education, Special Education, Social Work, and Communications Disorders Longwood University	<p>As students can receive excellent experience in their preparation to work in public schools in non-public school settings, the language regarding student teaching and practicum placements should be expanded to allow for placements with school age children in state facilities (DCE, WWRC, DMHMRSAS) and in approved private schools.</p>
12/5/2006	Dr. Daisy Stewart	Associate Director	I appreciate the opportunity to provide my comments regarding the proposed

Date	Name	Title and Organization	Change in Student Teaching/Field Experiences
		School of Education Virginia Tech	<p>changes in regulations for licensure and education programs. As an educator and a citizen, I value the Board of Education's commitment to the students and schools in the Commonwealth, and this is evidenced by their seeking public input on the important issues reflected in these proposals.</p> <p>The specific aspect of the changes that I would like to discuss relates to the supervised classroom experience required for teacher licensure. Currently, candidates for licensure are required to have a minimum of 300 hours of classroom experience, with at least 150 of those being supervised in direct teaching activities. The proposal would increase the classroom hours to 500, and double the hours of direct teaching, from 150 to 300.</p> <p>It is clear that meaningful classroom experiences are important for our future teachers. However, I have not found research indicating that this drastic increase in student teaching and other internship hours would result in teachers who are more effective or who have more successful students. Such research has definitely not been presented to justify this change.</p> <p>While many teacher education programs exceed the current minimum number of field experience hours, achieving the proposed number of hours could have a substantial financial impact on preservice teachers by extending the time they must commit to preparing for this career goal. It could also have staffing implications for both higher education institutions and local schools.</p> <p>One of the most important components of a student teaching experience is observing the experienced mentor teacher's instructional strategies and student interactions. Doubling the number of direct teaching hours required would cause the student teacher to assume the teaching responsibility for a greater portion of the student teaching semester. We are confident about the abilities of our student teachers, but we also know that they are beginners and are still developing their teaching skills. In my opinion, school administrators and parents might be hesitant to place too much of the responsibility for providing instruction and preparing students to pass high stakes tests in the hands of novices, rather than of the experienced teachers. This concern could make it difficult to secure appropriate placements for our preservice teachers.</p> <p>I hope that the Board will give serious consideration to maintaining the current minimum hours for supervised classroom experiences. This would give our teacher education programs the flexibility to work with school divisions to provide the highest quality during a range of classroom experiences, rather than focusing on a drastically increased number of hours. Thank you for considering my comments and those of others who have taken time to attend this hearing.</p>

## Foundations of Education

Date	Name	Title and Organization	Foundations of Education
11/29/2006	Maike Philipsen	Faculty Member at Virginia Commonwealth University	<p>She urged that the board retain the Foundations requirement for licensure. She read several comments from practicing teachers in support of her position. One stated that she found the Foundations course one of the most valuable she took in her program, as it provided her opportunities to discuss the “whys” of the profession, giving her a deeper understanding of the profession and her role as a teacher. The course focused on broader themes including citizenship among students, and gave her a “big picture” awareness of teaching and insight into her role. She concluded by stating that the Foundations Course was essential to understanding where we have been and where we are going as educators.</p>
11/29/2006	Kurt Sternhagen	Assistant Professor Virginia Commonwealth University	<p>I have circulated a petition regarding the proposed regulations’ provision to eliminate from teacher continue a course in Foundations of Education. To date over 530 individuals have signed, many including comments about how important foundations has been to them as they have embarked on teaching careers. I will now read from the body of this petition. I will submit the entire petition and its signatory list prior to the December 15 deadline:</p> <p><i>We the undersigned believe that coursework in Foundations of Education provides a unique and critically important component of teacher education, bringing perspective and meaning to the task of teaching and fostering consideration of the role of public schools in our democracy. Study in Foundations plays a key role in the development of reflective, thoroughly professional, and ultimately effective teachers for the Commonwealth.</i></p> <p><i>Teaching is an extraordinarily engaging practice requiring constant attention to tasks immediately at hand. Foundations places day-to-day classroom practice within wider contexts, providing time and space for consideration of such activities in light of broader aims; such as education’s role in supporting freedom of thought, social fairness, care for others, and democratic self-government, to name a few. Foundations study serves to help Virginia’s teachers understand, appreciate, and maintain these connections.</i></p> <p><i>Teaching is also a fundamentally human enterprise that cannot and should not be entirely prescribed and codified. While it is important that teachers learn effective methods and techniques, an understanding of broad educational goals and contexts in which their students and classrooms exist is necessary for teachers to respond effectively to particular situations. In other words, Foundation’s focus on the “whys” of education—from societal goals to cultural and social trends—are critical to effective implementation of the “how’s” of classroom practice.</i></p> <p>A main idea of the petition is that teachers must possess the kinds of skills fostered</p>

Date	Name	Title and Organization	Foundations of Education
			<p>in foundations classes if teaching is to be a truly professional activity and that K-12 students benefit when this is the case. Many of the petition-signer's comments support this notion, but I also want to point-out two other benefits of foundations that have emerged from the comments. First is that Virginia's students are becoming more culturally diverse and that foundations coursework is an important pathway to the cultural sensitivity required to teach effectively amidst such diversity. One teacher commented:</p> <p><i>"While diversity issues have been touched on in my other classes, it has been a mere fraction of the extent that the issues were covered in this class. I cannot imagine venturing out as an educator with out the knowledge I have gained in this course. Removing this course would be a disservice to Education."</i></p> <p>A second additional strength of foundations is that it can serve as an aid in teacher retention efforts. Understanding how working conditions affect teacher work, or why decision-making authority is as it is in schools, or why compensation structures are lacking or how to develop a meaningful philosophy of teaching or even what it means on a personal level to be a teacher can go a long way toward helping new teachers make sense of the circumstances in which they find themselves once out in the "real world". As one signer noted: <i>"This class taught me so many valuable lessons and facts about the realities of teaching."</i> Another said: <i>"It is precisely the LACK of social foundations training that has led to the teacher shortage and high turnover rate"</i> and an educational leadership student made the point that foundations: <i>"helps new people entering our profession to see the whole picture of education."</i></p> <p>I thank you for this opportunity to speak and hope that you will reconsider the decision to eliminate foundations of education from licensure requirements.</p>
11/29/2006	Sam Craver	Professor Emeritus Virginia Commonwealth University	<p>My name is Sam Craver and I am a professor emeritus at Virginia Commonwealth University. I have been a teacher for 43 years, starting as a 7<sup>th</sup> grade public school teacher and later becoming a professor of Foundations of Education. As a professor I've taught in three states: North Carolina, Alabama, and Virginia, with most of my experience (35 years) as a professor at Virginia Commonwealth University. I am here today to speak against the proposal to delete the Foundations of Education from Virginia's teacher licensure requirements. This part of teacher preparation is of singular importance; in fact, it provides a crucial background of professional knowledge about education and schooling. Time only allows me to highlight a few points:</p> <p>Foundations of Education is the only part of teacher certification programs that I've been associated with in three different states where the history and philosophy of American education is given any depth of consideration. Such study helps anchor prospective teachers in the fundamental justifications for widespread education in this country, ranging from Jefferson's call for public education to develop democratic citizens in the 18<sup>th</sup> century, to the creation of state-wide systems of public</p>

Date	Name	Title and Organization	Foundations of Education
			<p>schools as instruments of equality and social mobility in the 19<sup>th</sup> century, to the extension of education to every segment of American society in the 20<sup>th</sup>. In other words, the study of Foundations of Education provides prospective teachers with the background knowledge about what the teaching profession exists to serve.</p> <p>Foundations of Education is the only part of initial teacher preparation that investigates the chief constitutional provisions and the legislative and judicial actions that brought about such developments as compulsory schooling, equal educational opportunity, and similar laws and public policies that govern the mission of schools and educators. It is the only part of initial teacher preparation that provides any depth concerning how schools are organized, governed, and financed.</p> <p>Moreover, Foundations of Education is the only part of teacher preparation where external social conditions and the larger social dynamics of American society (such as class and race) are studied for their impact on schools as institutions and on teaching-learning processes that are supposed to prepare students for the future.</p> <p>I could go on with many other examples, but for present purposes I hope these few will suffice. Critics may say that all of these things can be covered in the other courses and experiences provided in teacher preparation programs. My reply is that these other parts have their own, more specialized understandings to convey, such as human development and learning, curriculum and methods, and so forth. There simply isn't time in those parts of teacher preparation to address the content of the Foundations of Education: It is the only part devoted to general understandings of school and society needed by teachers in all the age, grade, and subject-matter levels found in the schools.</p> <p>Thank you very much for this opportunity to speak. I truly hope my remarks prove helpful to you.</p>
12/11/2006	Dr. Donald A. Myers	Professor of Education Old Dominion University	<p>I wish to comment on the proposal to eliminate Foundations of Education as a requirement for teacher certification in the Commonwealth of Virginia. It is difficult to believe such a proposal would be thought reasonable and desirable in a state with the historic heritage of the Commonwealth of Virginia.</p> <p>I served as Dean of the Darden College of Education, Old Dominion University, for nine years, 1985 through 1994. Previous to that time I served as Dean of the College of Education, the University of Nebraska at Omaha from 1980 to 1984. During my career I have been a teacher, principal, Assistant Superintendent for Curriculum and Instruction, and worked at the National Education Association and the United States Office of Education in Washington, D.C. I have a doctorate from the University of Chicago and have taught at U.C.L.A., the State University of New York at Albany, North Carolina University at Chapel Hill, and George Peabody College for Teachers.</p> <p>I am opposed to the above proposal because my view is, and always has been, that</p>

Date	Name	Title and Organization	Foundations of Education
			<p>Foundations of Education in THE most useful and meaningful course that students encounter in their teacher preparation program. If I were asked to rank order the education courses required for certification so far as their importance and relevance to a teaching career, Foundations of Education would be at the top as most important with Classroom Management last. I rank Classroom Management last not so much because of its lack of academic content, but because it should not be taught in isolation of student teaching.</p> <p>When I retired from the Deanship ten years ago, I was asked what courses I would like to teach as a full-time professor. My immediate response was Foundations of Education, precisely because of its importance in helping young persons come to grips with the most substantive issues regarding their teaching careers. During the ensuing ten years, I have taught undergraduate and graduate courses in the Foundations of Education to over a thousand students, all of whom were seeking teacher certification in the Commonwealth of Virginia. I can't tell you how many times students have written on their faculty evaluation form . "This is the most useful education course I have ever taken," or "Finally a course with some substance and relevance," or "I now feel prepared to teach children of all races and socio-economic backgrounds."</p> <p>I appreciate this opportunity to express my views on this important issue.</p>
11/28/2006	Wendy J. Atwell-Vasey	Associate Professor University of Mary Washington	<p>I think it is negligent to remove the Social Foundations of Education as a requirement for licensure because teachers must examine how social institutions and individuals' experiences within these institutions affect educational processes and social development! It is analogous to dropping history from the curriculum! Please don't do this!</p>
11/29/2006	Leanne Donelan	School of Education Virginia Commonwealth University	<p>"<i>Foundations of Education</i> has been by far the most valuable class in my teaching career. As a new high school social studies teacher, lesson plans and classroom management tricks are easy to come by, but it is a rare and cherished experience to discuss with my peers the fundamental "whys" of the profession. Why are we public school teachers? What do we value as a society? What do we hope to impart to our students? I asked myself these questions in my <i>Foundations</i> class, and found that they were monumentally more important than learning the proper format of a lesson plan. Establishing long-term goals for myself and for my students has given me a sense of purpose and comfort, knowing that I believe in my role as an educator. As a social studies teacher, I believe we should be teaching our students to become active citizens in our democracy, not just preparing them for the next exam. <i>Foundations</i> challenged me to develop broader themes and encourage citizenship among my students. Just as we expect our students to learn critical thinking skills and become analytical learners, so must we as teachers.</p> <p>Teaching is not like writing a prescription for a problem; it involves reasoning, judgment, and an awareness of the big picture. <i>Foundations</i> is that outlet. It is an invigorating class that has prodded me to examine our values as a society, compare our culture to other schools around the world, and come to conclusions about the</p>

Date	Name	Title and Organization	Foundations of Education
			<p>kind of teacher I want to be. <i>Foundations</i> helps to mold a teacher's soul, without which strategies and management skills lack purpose and meaning. Each year I have found that my students will ask the same question, "Why do we have to learn history?" I know I will always have an answer for them, because <i>Foundations</i> has allowed me to answer that question for myself. "</p> <p>Ernest U Meier III Med University of Mary Washington Teacher of English at the Commonwealth Governor's School</p> <p>Our educational system is the product of a cyclical process wherein policy talk, policy action, and implementation dance endlessly toward an educational golden mean. Contrary to popular belief, the educational system, albeit belabored at times by "innovators" is healthy. In it we see the deep roots of Democracy held fast in the rich loam of discourse —discourse prompted by such courses as SFE. Indeed, a solid grounding in the foundations of our honorable profession is essential to understanding where we have been and most importantly where we are going not just as practitioners but as a nation. As the authors Cuba and Tyack so eloquently state in their book <i>Tinkering Toward Utopia</i> "conversation about the purposes and character of schooling is [...] an essential way for citizens to exercise their trusteeship in preserving what is valuable in a common institution..." (p. 59). This continuing dialogue is a reflection of an evolving America, a mirror, if you will, of what we value. It is the collective voice of a country in search of its identity. The Foundations course provides the knowledge as well as the tools to help educational practitioners reflect on this identity, indeed, it is the one course that makes teachers aware that they are instrumental in shaping this identity in the first place.</p> <p>These wise practitioners before you today—dedicated classroom professionals who seek remuneration not in the fiscal but in the healthy future of our country— desire that you preserve what they believe is valuable; and they have faith that your wisdom will help you see the value in retaining SFE as a required course in the teacher education curriculum.</p>
12/4/2006	Mary E. Andersen, M.Ed.	Third Grade Lead Teacher J.W. Alvey Elementary School Prince William County Public Schools	<p>I recently graduated from the University of Virginia with a Masters Degree in Social Foundations of Education. While taking the SF course during the preparation for my teaching license I realized how important Social Foundations is to the basic understanding of the educational process in America. It broadened my horizons and provided invaluable assistance to my comprehension of educational practices.</p> <p>I am currently teaching third grade at J.W. Alvey Elementary in Haymarket, Virginia for Prince William County. This course has not only prepared me to become a more effective educator, but it has enabled me to more effectively communicate with my students parents when I explain how and why about the particulars of their child's education.</p> <p>It is vitally important that teachers learn effective methods and techniques. But an</p>

Date	Name	Title and Organization	Foundations of Education
			<p>understanding of broad educational goals and contexts in which their students and classrooms exist is necessary for teachers to respond effectively to particular situations. Social Foundations focuses on the “whys” of education. It places in context everything from societal goals to cultural and social trends affecting all aspects of education. This course is critical to effective implementation of the “hows” of classroom practice.</p> <p>I respectfully request that the Virginia Department of Education withdraw the proposal to eliminate Social Foundations of Education from teacher licensure regulations. To do so would be a disservice to not only future teachers, but the children of Virginia.</p>
12/7/2006	Dr. Kristi Johnson	Associate Professor of Education Marymount University	Foundations of Education is an essential course for all future educators. We must know about our history, sociology, philosophy, and international education issues and information. Without these ingredients, an educator is not grounded in ways that provide solid thinking for all teachers. We must preserve our Foundations of Education! Thank you for your consideration.
12/7/2006	John Thomas Stroup	Ph.D. candidate – Curry School of Education Research Fellow – Federal Executive Institute University of Virginia	<p>I am writing to continue you from removing the requirement that teachers take a Foundations of Education course and instead take a data management course.</p> <p>I strongly support the increased hours of preparation before teachers begin teaching, and I believe that new teachers will learn how to use data to inform their teaching during this time. However, I can’t see how they will have the opportunity to inquire into the great history and philosophies of education outside the academy.</p> <p>We want teachers with depth of knowledge and the skills to inquire into the difficult issues that face student learning in the classroom. We know that teaching requires the imagination to understand how to deliver content, promote critical thinking, and basic educational skills to young people of various ethnic, cultural, and economic backgrounds.</p> <p>Using data to inform teaching does absolutely nothing if you do not understand to whom you are delivering curriculum and instruction.</p> <p>I strongly encourage you to rethink this proposal. What you should be proposing is that teachers get both a deep understanding of the foundations of education as well as in-depth practice at using data to inform your teaching.</p> <p>Do not make this critical error and think that you are helping teachers learn something in the classroom that they should be learning on the job.</p>
12/8/2006	Koliene Alicia Sistik	Student James Madison University	I am a student at James Madison University, and I am aware that The State of Virginia is considering eliminating Social Foundations of Education as a requirement for teacher

Date	Name	Title and Organization	Foundations of Education
			<p>licensure. After completing this course myself this semester I feel EDUC 360 was a meaningful learning experience for me and I think future teacher education students in Virginia should have the opportunity to take such a course. The material that was covered are essential for us to understand before we face these things in the classroom.</p> <p>This coursework is essential for the development of reflective, professional teachers through the cultivation of historical perspectives and the ability to place school enterprises within larger social, cultural and political contexts. Without this course I would have NEVER been exposed to this material in such a fashion. We need to focus on making better well rounded teacher who are sensitive to these things. I have learned in this class how to tactfully approach subjects that have often been labeled as taboo.</p> <p>Virginia and its student population are becoming increasingly diverse. Foundations coursework is one of the primary places for prospective teachers to learn about/wrestle with the question of what it means to teach in a culturally diverse society.</p> <p>On one last note one reason why teacher retention rates are low is because they do not understand the ways in which classrooms are part of the larger institution of public school and how the school and society relate. Foundations coursework helps prospective teachers make such connections. As well as show us what it is really going to be like when we get in there. Out of the twenty five courses I have taken thus far at James Madison University, this course I can say has prepared me the most.</p> <p>I hope that you consider the opinions of someone who has been there and who has benefited most from this course being in place.</p>
12/8/2006	Lisa Rostiser		<p>It has recently come to my attention that Social Foundations of Education is at risk for being cut from the course requirements for teacher education. As a future teacher and past student of that course, I feel it would be to the student's detriment to not require such a worthwhile and valuable course. The material covered in that course helps future teachers develop skills and strategies for thinkers future work in an increasingly diverse classroom. The foundations taught in that class will help teachers to come up with</p>

Date	Name	Title and Organization	Foundations of Education
			<p>solutions when faced with confusion or frustration in their future classrooms. In closing, it would be harmful both to the future teachers and their future students to not require Social Foundations of Education for teaching licensure and I sincerely hope the department of education will reconsider cutting Social Foundations of Education from the teacher education program.</p>
12/12/2006	Gilma B. Steele		<p>I recently learned that the Virginia Board of Education is considering removing the Foundations of Education requirement for new teachers. As someone who has benefited from this program, I feel obliged to let you know that I and others see this as an integral part of preparing young teachers for success, not in the classroom, but for successful growth as professionals.</p> <p>One of the growing issues in public education is multi-culturalism; more specifically, how to effectively incorporate education from a multi-cultural perspective into the traditional American curriculum. During my educational training, the Foundations courses were the only classes that directly tackled the issue of multi-culturalism. Everyday, we encounter students of varied backgrounds. As teachers, we need to know how to effectively approach those differences thereby ensuring success for all students, regardless of their background. The Foundations classes afford aspiring teachers opportunities to examine the issue in-depth.</p> <p>Additionally, when I moved to the United States seven years ago, I knew that I wanted to become a public school teacher but I was very ignorant about the history of the American education system. The Foundations courses provided me with a sound contextual understanding of education in America and its importance in society. In my U.S. History course, I have had students inquire about the origins of the public school system. Using much the information that I learned in my Foundations courses, I was able to provide an informed answer to their questions.</p> <p>Ladies and gentlemen, having personally benefited from this program, I implore you to reconsider your decision to get rid of this invaluable program because it really would be unfortunate if our up and coming teachers are deprived of such a vital component of their professional training.</p>
12/13/2006	Dr. Jo Tyler	Associate Professor of Linguistics and Education University of Mary Washington	<p>I am writing to urge that Foundations of Education be maintained as a requirement for teacher licensure in Virginia. As the coordinator of teacher education for English as a Second Language at the University of Mary Washington, I have no personal stake in this decision. However, I make this plea for the pre-service and in-service teachers I work with, and for their students.</p> <p>Foundations of Education is the one licensure requirement that directly addresses issues of cultural diversity in our schools. Approximately 10 percent of students in Virginia public schools are African American and</p>

Date	Name	Title and Organization	Foundations of Education
			another 10 percent are English language learners. Nevertheless, the graduates of our universities who enter the teaching profession do not reflect this profile and until they study Foundations of Education they have very little meaningful exposure to multicultural issues. With 20 percent of our public school students coming from ethnic minority backgrounds, understanding the impact of culture on classrooms and learning is a necessity for these teachers. As the number of English language learners continues to grow in Virginia, all teachers (not just those licensed to teach ESL) need training in this crucial aspect of pedagogy.
12/15/2006	Dr. Jan S. Stennette	Dean, School of Education and Human Development Lynchburg College	I only have a few comments:  Let's keep the foundations course—educators need that background
12/14/2006	Dr. Brenda G. Gilman	President, Virginia Association of Colleges of Teacher Educators (VACTE)	On behalf of the collective membership of the Virginia Association of Colleges for Teacher Education (VACTE), which represents the 37 teacher preparation programs in colleges and universities in the state, I take this opportunity to respond the proposed changes to the <i>Regulations Governing the Review and Approval of Education Programs in Virginia</i> and to the <i>Licensure Regulations for School Personnel</i> . As education professionals who are deeply committed to high quality teacher preparation, we have followed and discussed the effect these proposed changes will have on the preparation of future educators in our programs across the commonwealth. The following comments are offered:  1.) Of great concern is the elimination of the <b>foundations of education</b> requirement. This requirement is the cornerstone and anchor of teacher preparation since it provides important and vital information that teaching professionals need in order to understand and become grounded in the profession. As a result of the study of the development of education in this country, teachers have a greater sense of the importance of education as an integral part of our national and state history. It is in a foundations course where students begin to formulate their own thinking about education and address critical issues of school finances, governance, organization, and law as well as gaining an in depth perspective of issues related to diversity including cultural and language differences that impact our classrooms daily. It is often in this course that students discern if teaching is a suitable fit for the utilization of their personal characteristics, talents, and values as they reflect upon the information and concepts that are presented in a foundations course. It is our hope that you will reconsider the elimination of this valuable course, since other courses do not naturally lend themselves to embracing these general understandings necessary for sound teacher development.
12/15/2006	Eric Bredo Professor and Coordinator, Social Foundations Program  Hal Burbach	University of Virginia	We are very concerned about the proposed change in required coursework for teacher licensure in Virginia. It has been a tradition in Virginia, as in most other states, for those seeking teacher certification to be required to take one or more courses in Social Foundations of Education. As of 1997 71% of all teacher preparation programs in the US required such coursework and 90% of the top ten education schools offered doctoral degrees in the field. We understand that there are

Date	Name	Title and Organization	Foundations of Education
	<p>Professor, Social Foundations Program</p> <p>Jen continue Professor, Social Foundations Program</p> <p>Diane Hoffman Associate Professor, Social Foundations Program</p>		<p>new pressures on teachers today but believe that coursework in Social Foundations remains vitally important. In fact, it is even more important today with all of the increased pressures place on teachers.</p> <p>The primary rationale for coursework in Social Foundations is that it gives teachers wider perspective on what they do. Such perspective is important because it enables them to have a fuller understanding of their role or mission. It is all too easy for those in any job to develop tunnel vision, focusing only on the immediate task at hand. This is understandable, but lack of wider perspective can result in teaching and education that are unwise and unethical. To act wisely as well as ethically one has to understand how one's work relates to others in the school, and how the school's efforts relate to the wider community. One needs to understand how different efforts fit together or how they get in each other's way. As social conditions change teachers also need to be able to think "outside the box" if they are going to adapt successfully. Social Foundations helps in this</p> <p>By making them more sensitive to the social and institutional contexts in which they work and giving them a richer and more varied set of ideas on which to draw.</p> <p>This point can be summarized by saying that educators must themselves be educated. If we want teachers to foster students who are thoughtful, use good judgment, and are sensitive to the ethical implications of their behavior, these qualities must be [sic] also be fostered in teachers. To do so they must understand the wider meaning of their own work and the way it connects to networks of social relationship extending beyond the classroom. Social Foundations provides the only occasion for teachers to have a chance to do this. Experience in courses like those on the history and sociology of American education introduces them to the character of the American educational system, the way it has been and is related to the wider the [sic] community, the difficulties it has experienced and the success and failure of efforts to address those difficulties. Experience in philosophy of education shows them where present educational theories came from and what values and assumptions are embedded in them, as well as introducing them to other ways of thinking about education. Anthropology of education helps give teachers a better understanding of mainstream American culture and the cultures of students and the way they interact in schools. It treats issues related to multi-culturalism with far greater sophistication than most courses having the title.</p> <p>All of these courses provide <i>much</i> wider perspective on teaching than is gained in instructional design or classroom management. Instructional management and design are fine in their place, but it is all too easy for narrow attention to immediate goals to undermine the very thing one is attempting to foster. To avoid this, teachers need to understand the wider meaning or significance of what they are doing. Social Foundations plays a centrally important role in helping them do so.</p> <p>We sincerely hope that you and the other members of the Professional Licensure</p>

Date	Name	Title and Organization	Foundations of Education
			Committee and the Advisory Board on Teacher Education and Licensure will see the need for such courses in the education of Virginia's teachers. We believe they are vital to the Commonwealth. They are vital in just the way its founders thought education vital to its democratic flourishing two hundred years ago.
Undated	Joe Davidson	Student Radford University	<p>My name is Joe Davidson and I am a student at Radford University studying within the field of Special Education. I am currently taking the only foundations of education course offered at Radford University. I am against the removal of this course as a requirement for Graduation from the Teacher Education Program for three simple reasons:</p> <ul style="list-style-type: none"> <li>• Understanding the History of Education</li> <li>• The Broadening of Horizons, and</li> <li>• The Development of a Personal Teaching Philosophy</li> </ul> <p>1. Understanding the History of Education- The Professor of the foundations course that I have been a part of this semester has taught me a great deal about the History of Education. Let me ask you, would you send your son or daughter to a Psychologist or a counselor who had no concept of the history of their professional field? Understanding the history of education unlocks keys for the future. It provides stepping-stones upon which future educators can walk in order to take us further down the path of Education. If we cannot build on the success of the past, we have no foundation on which to stand. If we cannot learn from the mistakes of the past, we are only left with the present ones.</p> <p>2. The Broadening of Horizons - Not every individual entering the teacher education program has been exposed to cultural diversity. This course provides the opportunity to relate with the thoughts, opinions, feelings, and lives of others that might be foreign to them. Would you want your child to learn from a teacher who has no concept of your cultural norms and values? This could very likely be the case is [sic] this Foundations of Education course is removed.</p> <p>3. The Development of a Personal Teaching Philosophy- This course has done more to provide me with a picking ground of educational philosophies than the majority of my senior level courses. There is no doubt in my mind that I will one day be a great educator. There is also no doubt that this foundational course provided many of the bricks that laid the foundation of my teaching philosophy.</p>
Undated	Dr. Kristan A. Morrison	Assistant Professor School of Teacher Education and Leadership Radford University	<p>These comments are in regards to the changes to the coursework requirements for licensure in multiple areas, including alternative routes to licensure. Under the "professional studies" requirements of the proposed regulations, the 3 credit hours of coursework in social foundations of education-which are currently a part of the regulations-are absent.</p> <p>There is no rationale given for why the social foundations course is no longer a</p>

Date	Name	Title and Organization	Foundations of Education
			<p>required course for licensure. I wish to provide a rationale for why it should continue to be a required course for licensure.</p> <p>Most important is the fact that a social foundations course can provide our pre-service teachers with an opportunity to see American education in a whole new light-to see the familiar as strange, if you will. Schools are familiar to pre-service teachers. They have been students in them for over 14 years by the time they take a foundations course. Because of this familiarity, pre-service teachers often approach American education with an uncritical mindset. But is this what we want? Teachers who are uncritical? Social foundations courses help pre-service teachers to see education with a new set of lenses and help them to explore vitally important questions regarding education. These questions include, but are not limited to the following:</p> <ul style="list-style-type: none"> <li>• What are hidden lessons that schools teach our students?</li> <li>• Why do we grade?</li> <li>• Why do we track?</li> <li>• Why do we teach what we teach and why do we teach it the way we do?</li> <li>• What is and what <i>ought to be</i> the purpose of education?</li> <li>• How has American education changed over time and why are these changes good or bad for democracy?</li> <li>• What role does school financing play in a teacher's life and in social class reproduction?</li> <li>• What's the relationship between race, ethnicity, social class, and gender and school success?</li> <li>• What does it mean to be intelligent?</li> <li>• What's the role of standards and standardized tests?</li> <li>• Who makes the decisions in schools?</li> <li>• How are schools organized and why?</li> <li>• Is there a difference between school and education?</li> <li>• Can schools contribute to the process of human liberation?</li> </ul> <p>Without time to look at the why's [sic]of education, our students will only become masters of the how to's [sic]. While methods of teaching ARE important to know, where's the heart and soul? Where's the commitment to democracy and a moral and liberating purpose for education?</p> <p>We need social foundations courses to answer all the questions I have posed here and help our pre-service teachers become truly reflective practitioners. We need social foundations courses to help ignite in pre-service teachers a fire that burns for equity, compassion, justice, engagement in learning and social change. We need pre-service teachers who have developed well-thought-out visions of education, and not just have a mastery of methods. It is one's vision or philosophy of education that really drives what methods and approaches one uses in teaching, and so we need teachers</p>

Date	Name	Title and Organization	Foundations of Education
			<p>who have a deeply considered philosophy of education that will undergird their skills at things like classroom management, instructional design, and assessment practices. Without such a philosophy, we just have an empty balloon that is tossed about by any change in educational winds. We need to keep social foundations courses as a required part of teacher licensure in Virginia.</p>
Undated	Jim Garrison		<p>I would like to express my grave concerns about the elimination of the social foundations of education as a required course from teacher education and state licensure. This is the only course in the teacher preparation curriculum that actually looks closely at issues of diversity (including race, ethnicity, social class, special needs, gender, immigrants, etc.) as well as multicultural education together, in depth, and at the same time. It is also the only course that focuses on the history of public schooling, how school systems work at the building, county, state, and federal level the profession of teaching, and the courts and the schools. All of these are required for any NCATE certified course as well as most other forms of certified teacher education. There is simply not sufficient room for this material to be included in other courses in a properly sequenced, in-depth, and comprehensive manner, especially given the 18-hour restriction and the introduction of an instructional design based on assessment data course that obviously cannot deal with these topics in profoundly meaningful ways.</p> <p>Increasingly, schooling, is becoming merely technocratic, purely intellectual, and governed by experts who design system from afar to meet the concrete needs and desires of flesh and blood students, parents, the democratic citizen, business, and industry. Traditionally, the social foundations class has been the one place in the curriculum where teachers must discuss the moral nature of teaching, its structure and challenges, legal obligations, ethical duties, its aesthetic beauty, and the wonder of those exhilarating moments when teacher connect with students and they learn, and what it means to teach in a democratic nations [sic]. The last expresses my great concern. We must not forget that for the vast majority of teachers, the call to teach answers deep, often spiritual, needs to engage in some caring, compassionate activity self-transcending directed toward the good of others and the community as a whole. Once we eliminate the one place in the required teacher education curriculum where preservice teachers can reflect on their calling and the larger challenges of the students, parents, school systems, and communities they seek to serve, not only will the attraction to teach diminish, but so will their ability to answer their calling competently.</p> <p>Teaching is not primarily a technical activity, although good technique is necessary; it is primarily a moral craft. While other courses may refine the craft of teaching, the social foundations course has been the one place the moral meanings and values of the art of teaching have been set inside the larger social context of schooling in American society. When teachers do not receive a proper understanding of the character of education, they are poorly prepared to engage in the activity of teaching. The result is too often early burnout, or worse still, socially irresponsible teaching by</p>

Date	Name	Title and Organization	Foundations of Education
			<p>those who should leave, but do not. The social foundations allow prospective teachers to confront “the real world of teaching” and make an informed choice about teaching as a career. Those who feel the call to teach until confronted with the realities will leave after their first year, at great emotional and pecuniary expense to all involved.</p> <p>I thank you for your time and attention to this matter of concern not only to the preparation of future teachers, but I believe the future of the democracy.</p>
12/15/2006	Dr. Alice L. Young,	Associate Professor School of Education and Human Services Marymount University	<p>Marymount University’s Teacher Education program prepares future teachers to have the ability to act as educational leaders in the diverse school settings where they will work. With this aim in mind, we respectfully believe that a course in the Foundations of Education is an important part of a professional preparation program for teachers. Educational history and philosophical theories helps future teachers understand the [sic] how their personal philosophy of education contributes to their everyday classroom teaching. Additionally, in [sic] Foundations of Education courses provide future teachers with basic knowledge of the legal aspects of education in the USA, an understanding of the basic education administration and school governance, an understanding of the demographics of the population of students that come to the twenty-first century classroom, and a chance to reflect on current political and social issues and their impact on learning. A course in Foundations of Education lays a foundation for critical decision making and provides needed background knowledge for future teachers.</p> <p>Additionally, we believe that classroom management is best learned within the context of the school setting and as it is integrated with instructional decision making. Particularly with secondary students, classroom management is an integral part of the instructional practices of the teacher.</p> <p>Therefore, we oppose eliminating Foundations of Education as a licensure requirement and believe that classroom management should not be viewed as a 3 hour course, but should be required as an integral part of instructional methods.</p>
12/5/2006	Maura Wilson	Student in Master’s Program University of Mary Washington	<p>My name is Maura Wilson and in a little over a week I will complete my work towards a Masters of Education from the University of Mary Washington. While I will not be an official practicing teacher until January 1, I do have experience in the classroom and I believe I represent an important voice in this debate: that of the licensure candidate.</p> <p>I took Social Foundations in the first semester of my teaching program and I cannot imagine succeeding as I have in my other courses if it weren’t for that class. Foundations offered me the chance to step back and consider the fundamental theories, broad implications, and major purposes of our practice. It is the only course that demands we think critically about the role school plays in our community, our society, and our democracy. This high-level investigation inspires debate, research, and innovation-components which are vital to ensuring we are providing high</p>

Date	Name	Title and Organization	Foundations of Education
			<p>quality, demanding, and appropriate education for the children or our Commonwealth.</p> <p>Eliminating Social Foundations would deny us the opportunity to think fully and critically about the system we are entering. Initially, this will limit our performance in other licensure courses. Ultimately, this will cripple our ability to think critically about both the work we do within our classrooms and the role of our broader profession-having failed to develop a strong sense of purpose, we ensure that our system will not evolve, will not improve, and will not succeed.</p> <p>We will compile our tool-kits of useful teaching strategies but we will lack the direction offered by a thorough understanding of the theoretical components of education. You need a hammer and nails to build a house, but you also need a blueprint. We'll have all the HOWS of teaching but none of the WHY.</p> <p>The No Child Left Behind Act demands that our nation's [sic] over 6 million teachers be "highly qualified"-denying teaching candidates the opportunity to engage in the critical examination of the social foundations also denies us that label. To be fully prepared for the classroom-to be highly qualified-we must step back and scrutinize our practice and articulate our purpose. Only then are those methods and strategies we acquire through our program truly meaningful.</p>
Undated	Kurt Sternhagen	Assistant Professor of Education Virginia Commonwealth University	<p>My name is Dr. Kurt Sternhagen. I'm an assistant professor of education at Virginia Commonwealth University and a former public middle school teacher in Virginia. I am troubled by the provision in the proposed licensure regulations that would eliminate the foundations of education requirement. I have circulated a petition in order to give future and current teachers, administrators, school of education personnel, parents and other concerned citizens the opportunity to register their thoughts on the topic. I have attached the petition for your perusal. There are 621 signatures on the petition and I hope that you will read the many thoughtful comments regarding the importance of foundations coursework in teacher preparation programs. Although there are a variety of reasons given as to why foundations of education is not an expendable part of teacher preparation, three themes have emerged from the comments:</p> <ul style="list-style-type: none"> <li>• Foundations coursework is essential for the development of reflective, professional teachers (see petition itself for a description of how foundations courses foster such development)</li> <li>• Foundations coursework is one of the primary places for prospective teachers to learn about/wrestle with the question of what it means to teach in our increasingly culturally diverse society.</li> <li>• One reason why teacher retention rates are low is because they do not understand the ways in which classrooms are part of the larger institution of public school and how the school and society relate. Foundations coursework helps</li> </ul>

Date	Name	Title and Organization	Foundations of Education
			<p>prospective teachers make such connections.</p> <p>That the proposal to eliminate foundations coursework from licensure has <b>no stated rationale</b> at all and <b>no empirical evidence in its support</b> is deeply disturbing. I hope that this petition along with the numerous public comments and the many letters and e-mails you have received in support of foundations will encourage scrutiny of the questionable origins of this proposed change as well as of the ways in which foundations coursework is critical to teacher preparation.</p> <p>In conclusion, foundations is not needed if developing professional, reflective teachers ready to deal with the challenges presented by increasing student diversity is <b>not</b> a priority for teacher preparation in</p> <p>Virginia. It is, however, crucial if these characteristics are what we expect from our teachers.</p> <p>I thank you for this opportunity to be heard and hope that you will reconsider the decision to eliminate foundations. Please do not hesitate to contact me should you have any question or want to discuss the matter.</p> <p style="text-align: center;">A Letter to the VA Dept. of Ed. In Support of Continued Development of Reflective, Thoughtful and Professional Teachers</p> <hr/> <p style="text-align: center;"><u><a href="#">View Current Signatures</a></u> – <u><a href="#">Sign the Petition</a></u></p> <hr/> <p>To: Virginia Department of Education</p> <p>The Virginia Department of Education has proposed to eliminate Foundations of Education requirements from their teacher licensure regulations. Foundations of Education has been a requirement in Virginia for at least the last 30 years and as of this date, no rationale for the change has been offered.</p> <p>We the undersigned believe that coursework in Foundations of Education provides a unique and critically important component of teacher education, bringing perspective and meaning to the task of teaching and fostering consideration of the role of public schools in our democracy. Study in Foundations of Education plays a key role in the development of reflective, thoroughly professional, and ultimately effective teachers for the Commonwealth.</p> <p>By its very nature teaching is an extraordinarily engaging practice requiring constant attention to tasks immediately at hand. Foundations of Education places day-to-day classroom practice within wider contexts, providing time and space for consideration of such activities in light of the overall aims of education; such as education's role in supporting freedom of thought, social fairness, care for others, and democratic self-government, to name a few. Historically, Virginia has served as a point of origin for</p>

Date	Name	Title and Organization	Foundations of Education
			<p>many of the realizations of the crucial role education plays in our democratic society and Foundations of Education study serves to help Virginia's teachers continue to understand, appreciate, and maintain these connections.</p> <p>Teaching is also a fundamentally human enterprise that cannot and should not be entirely prescribed and codified. While it is important that teachers learn effective methods and techniques, an understanding of broad educational goals and contexts in which their students and classrooms exist is necessary for teachers to respond effectively to particular situations. In other words, Foundations of Education's focus on the "whys" of education-from societal goals to cultural and social trends affecting all aspects of education-are critical to effective implementation of the "hows" of classroom practice.</p> <p>We, the undersigned, hereby petition the Virginia Department of Education to continue to equip Virginia's teachers not only with the practical methods and techniques to be successful, but also to encourage the development of the frameworks to understand how, when, and why to apply those tools in light of the broader contexts of education. Foundations of Education studies explicitly facilitate the development of such frameworks. We request that the Virginia Department of Education withdraw the proposal to eliminate Foundations of Education from teacher licensure regulations.</p> <p>[Followed by <u>621 names</u>, many of whom made additional comments in support of the petition]</p>
12/14/2006	Dr. Susan G. Magliaro	President Association of Teacher Educators in Virginia	<p>We respectfully request that the Foundations requirement be kept as a key curricular component of the professional students requirements. Foundations courses offer the "foundation" for the profession: history, rationale, philosophy, as well s a close look at some of the key issues in schools today: diversity, cultural differences, culturally responsive pedagogy, finance rules/regulations/perspectives for public schooling, etc. The foundations experience provides students with a key opportunity to articulate their professional philosophies, the central guiding statement to enduring commitment to the profession.</p>
11/30/2006	Dr. Brenda G. Gilman	Chair, Education Department Randolph-Macon College	<p>After long and thoughtful consideration of the proposed regulations that affect teacher preparation programs, the Randolph-Macon College Education Department offers the following comments:</p> <p>We disagree with the elimination of a <b>foundations of education course</b> as required professional coursework for teacher preparation. It is in the foundations course that pre-service teachers learn about and appreciate the significance of the history of education in America. Students also learn about the structure of education through understanding how education is financed, governed, and is addressed in the law. Many connections are made for students as they learn about classroom culture, the development and implementation of curriculum, and their relationship to effective instruction. Standards and assessment and the vital role they play in education are</p>

Date	Name	Title and Organization	Foundations of Education
			included. It is in the course where students formulate their personal philosophies of teaching and learning after studying the influence that the Greeks, Europeans, Native American, and other represented cultures have on American education. Reflective practice regarding these varied and important topics is born in this course. Through this course, establishing relationships of the importance of all other required courses is made possible.
12/11/2006	Dr. Lynn H. Wolf	Chair, Education Department Averett University	<b>Foundations courses should remain as a part of the allowed education program offerings.</b> This is a critical and extremely necessary course, the content of which would be difficult to incorporate appropriately or segment into other courses.
12/1/2006	Dr. John R. Goss, III  Dr. H. Jurgen Combs  Dr. Pam Stockinger  Dr. Larry Brooks	Associate Dean for Graduate Studies  Director, Teacher Licensure  Director, Master's in Teaching Program  Director, Master's in Administration Program  Shenandoah University	<b>Foundations of Education</b> is a course that contains information that simply is not covered in any other course nor cannot be logically integrated in other course material. For example, Foundations of Education is the only place in a program where students receive basic information on legal issues. Yes, SPED legal requirements are covered in curriculum courses, for example; however, information about student and teacher rights, copyright laws, and the like do not fit logically into other courses. Moreover, school governance is an area critical for teachers to understand. For example, we just finished exploring school funding. Several of the teachers in the class were provisionally licensed teachers; it was incredible to see the misinformation that these students had. Several thought the bulk of school funding came from the federal government.

## Instructional Design Based on Assessment Data

Date	Name	Title and Organization	Instructional Design Based on Assessment Data
undated	Maritsa Lager and Richard Strauss		<p>We want to commend the Board of Education for its recommendations to add the concept of “Instructional Design Based on Assessment Data” to the regulations concerning educational programs in Virginia. Stiggins (2005) clearly states the need for pre-service teacher training in assessment. Section C in this document, however, addresses a traditional view of assessment to support learning by monitoring and diagnosing learning. It stops short of including strategies that directly involve students. Black and William (2002) make a strong case for expending educator’s view of assessment by shifting its use from monitoring and diagnosing learning (assessment <b>of</b> learning) to the idea of assessment <b>for</b> learning. They define assessment <b>for</b> learning as “any assessment for which the first priority in its design and practice is to serve the purpose of promoting pupils’ learning.” To fully promote learning, an assessment activity “provides information to be used as feedback, by teachers, and by their pupils, in assessing themselves and each other, to modify the teaching and learning activities in which they are engaged.” This is a broader concept of assessment than that which is currently outlined in Section C. Based on the work of Black and William, Rich Stiggins, and other researchers, we request that section C on “Instructional Design Based on Assessment Data” be expanded to address skills in the key concepts of ongoing formative assessment. These should include building teacher and student involvement to address:</p> <ul style="list-style-type: none"> <li>• learning targets (i.e., where the learner is going)</li> <li>• identifying the learners’ current position with respect to these targets</li> <li>• establishing strategies to achieve the target</li> </ul> <p>Teachers would learn how to increase student involvement in the assessment/instruction process to include “activating students as instructional resources for one another...[and] as owners of their own learning (D. Williams, 2005).</p> <p>Assessing <b>for</b> learning strategies have a strong positive effect on improving students learning,. Stiggins, in his 2005 presentation at the ETS Invitational Conference in New York cited work by Bloom (2004), Black and William (1998), Meisels, et. al. (2003), and Rodriguez (2004) that showed gains of 0.5 to 2.0 standard deviations in student performance as a result of using these assessment [sic] for learning strategies. Assessment for learning strategies were found to be particularly effective with traditionally low performing students.</p>

Date	Name	Title and Organization	Instructional Design Based on Assessment Data
			<p>We want our children to understand the relationships between assessment and learning. Teaching children how to use feedback to make decisions and to improve their own performance is key. To have teachers to simply construct and interpret data is only a part of the picture.</p>
12/5/2006	Dr. Steve Myran	Research Scientist Old Dominion University	<p>In regards to item C, Instructional Design Based on Assessment Data, I believe that the current wording does not represent the major skills that teachers need to be successful in the classroom. More recent approaches stress the need for a balanced approach to assessment literacy, an approach that stresses both assessment <i>of</i> learning and assessment <i>for</i> learning. It is recommended that the following sentence be included in the regulations:</p> <ul style="list-style-type: none"> <li>- Instructional Design Based on Assessment Data. Skills in this area contribute to an understanding of the relationship among assessment, instruction and monitoring student progress to include student performance measures in grading practices, the ability to construct and interpret valid assessments using a variety of formats in order to measure student attainment of essentials skills in standards-based environment, and the ability to analyze assessment data to make decisions about how to improve instruction and student performance. <u>It is essential that teachers be prepared in a balanced approach to assessment to include not only skills in assessment of learning but especially, assessments for learning principals and practices.</u></li> </ul> <p>Fullan (2001) has argued that eliminating the achievement gap will require the mobilization of the teacher workforce around assessment literacy. Today, that literacy means successfully transitioning from a primary focus on assessment of learning to a balanced literacy of assessment of learning <i>and</i> for learning. As Black and Wiliams (1998) have discussed, solid evidence has shown that formative assessment can raise standards of achievement, In the climate of high-stakes testing and accountability, assessment has become a key driver in school reform efforts. As our ideas about assessment have grown and adapted to the challenges of meeting the increasing demands of NNCLB and individual state standards, educators have advanced assessment from primarily summative to summative and formative. But as Stiggins (2006) has pointed out, in the current climate, formative assessment has sometimes taken on a narrow meaning, that is more frequently administered summative assessments to determine which students have not yet met standards – What Stiggins described as an “early warning system.” Opportunities for students and teachers to use assessment to make adjustments while still learning are rare in the climate of standards of learning, pacing guides, nine-week benchmark testing, and other pressures prominent in the precision climate schools now operate.</p> <p>An imbalanced notion of assessment, with a primary, or even exclusive focus on the</p>

Date	Name	Title and Organization	Instructional Design Based on Assessment Data
			<p>assessment of learning is a significant danger to school improvement and student learning. Working harder within the confines of the current thinking about assessment quickly bumps into the functional limitations of a narrow or imbalanced notion of assessment. As Wergin (2003) asserts, <i>you become what you measure</i>, and this could not be truer then [sic] in the case of standards-based assessments. Chasing the measure, or what has been deferred to as “goal displacement” (Blau &amp; Scott, 1962), runs the risk of underestimating the need to teach the higher-order cognitive skills widely recognized as being necessary for advancement to upper level courses and as a fundamental life skills in today’s complex society. A primary focus on teaching to the test can take the life out of school programs and deflect teaching from its real purposes and from the real intent of the State Standards of Learning.</p> <p>Our recent research with schools, showing 25 percent increases for regular education students and 35 percent increases for special education students on the SOLs, is consistent with the extensive research literature that shows significant changes in student learning as the result of using effective formative and assessment for learning practices. Our experiences in working with school personnel also show that it is difficult to change fundamental perspectives on assessment without explicit and continued attention to assessment for learning principals and practices. For that reason, we advocate strongly for an explicit emphases on the aspects of assessment literacy which we know will produce substantive and sustainable differences in student learning.</p>
11/29/2006	Lois H. Stanton	President Chesterfield Education Association	I also strongly support the inclusion of “classroom management” and “instructional design based on assessment data” as professional studies requirements. These are often the areas in which new teachers feel inadequately prepared for the reality of the classroom. Those who are better prepared are more likely to choose to continue teaching career.
11/29/2006	Jeff Cobb	Vice-President Virginia Education Association	Incoming teachers find their greatest challenges when attempting to manage the conduct of students and use assessment data to develop and deliver appropriate instruction. VEA supports the recommendation to require additional pre-service preparation in these areas.

## Dating of Licenses

Date	Name	Title and Organization	Dating of Licenses
12/4/2006	Barbara Warren Jones	President – Tidewater Association of School Personnel Administrators – Region II	<p>On behalf of the Region II Tidewater Association of School Personnel (TASPA) membership, we present the following comments and concerns highlighting the prospective changes to licensure specifications and the serious impact that they will have on Virginia’s Region II school divisions if implemented.</p> <p>We strongly oppose changing to contractual dates for initial Provisional Licenses. The current licensure dates allow us to monitor teachers and maintain their licensure records. This change would undermine our ability to ensure accurate non-renewal tracking. Our teachers would have multiple expiration dates; the Code of Virginia has one non-renewal date – process completed by April 15. Only a single effective date makes that possible. It would be very difficult to track a floating date and have an accurate non-renewal process. We expend a great deal of energy ensuring that out teachers are notified of their requirements and upcoming non-renewal dates. Multiple expiration dates would diminish the effectiveness and efficiency of the process. It would also impact student learning if we have to terminate teachers due to licensure during the middle of the school year.</p>
12/7/2006	Thomas E. Bartosh	Licensure Specialist Virginia Beach City Public Schools	<p>On behalf of Virginia Beach City Public Schools Department of Human Resources, the items presented below are provided as public comments to the <i>Regulations Governing the Licensure of School Personnel</i>. We ask that this information be presented to the Virginia Board of Education for its consideration before final action is taken on these regulations.</p> <p>We oppose the following proposed revisions: 8VAC20-22-50 Types of licenses; dating of licenses. Concerning the requirement that all assessment exams must be completed within one year of the contractual date of employment, we feel that allowing multiple effective dates would:</p> <ul style="list-style-type: none"> <li>• unnecessarily disrupt our students at irregular intervals</li> <li>• add stress to new teachers adjusting to new environment</li> <li>• impact our budget and increase our current workload <ul style="list-style-type: none"> <li>- requiring that additional reporting capabilities be developed in our database to effectively monitor individual’s progress on a daily basis</li> <li>- requiring additional time, effort, and money to dismiss non-compliant teacher and recruit/staff a replacement</li> </ul> </li> </ul>
12/15/2006	Nancy L. Munden	Human Resources Licensure Analyst Hanover County Public Schools	Changing the dating of provisional licenses will cause additional programming for reports and additional data entry, which is currently not necessary when communicating with employees concerning their licenses.
11/27/2006	Ann Maydosz	Adjunct Faculty Program Coordinator The Commonwealth Special Education Endorsement Programs:	The CSEEP Advisory Board supports the proposal of dating the conditional license one year from the contractual date of employment.

Date	Name	Title and Organization	Dating of Licenses
		Alternative Licensure Through Distance Education (CSEEP) Old Dominion University	
09/19/2006	Debra Reader	Director, Employment Services Fairfax County Public Schools On behalf of the Region IV Human Resources Directors	<p>WE STRONGLY OPPOSE-</p> <ul style="list-style-type: none"> <li> <b>Multiple dates for initial Provisional license.</b> The current licensure dates allow us to monitor thousands of teachers and maintain their licensure records. This change would undermine our ability to ensure accurate non-renewal tracking. Our teachers would have multiple dates; the Code of Virginia has one – process completed by April 15. Only a single effective date makes that possible. It would be very difficult to track a floating date and have an accurate non-renewal process that meets NCLB. We expend a great deal of energy ensuring that our teachers are notified of their requirements and upcoming non-renewal dates. Multiple effective dates would diminish the effectiveness and efficiency of the process. </li> </ul>
12/5/2006	Shawn Finerty	Licensure Coordinator Fairfax County Public Schools	<p><b>Multiple dates for initial Provisional license.</b> The current licensure dates allow us to monitor thousands of teachers and maintain their licensure records. This change would undermine our ability to ensure accurate non-renewal tracking. Our teachers would have multiple dates; the Code of Virginia has one – process completed by April 15. Only a single effective date makes that possible. It would be very difficult to track a floating date and have an accurate non-renewal process that meets NCLB. We expend a great deal of energy ensuring that our teachers are notified of their requirements and upcoming non-renewal dates. Multiple effective dates would diminish the effectiveness and efficiency of the process. <i>Also inherent with this system will be the fact that some teachers won't complete their testing requirements and the school division will be faced with many more "out of cycle" hiring actions.</i></p> <p>In addition, we suspect that this change would also require changes in programming at DOE as now dates are entered automatically. More importantly, if like FCPS where we hire so many teachers and approximately 40-50% of them require assessments of some kind, DOE will be, like the local school divisions, burdened with extending licenses an additional two years for those needing course work once the assessments are completed. With 132 public school divisions and substantially more accredited private schools, the workload across the board and cost of updated licensing could substantially increase. <i>Multiple effective dates would diminish the effectiveness and efficiency of the process.</i></p>

## Changing Out-Of-State Exemption from Testing

<b>Date</b>	<b>Name</b>	<b>Title and Organization</b>	<b>Changing Out-Of-State Exemption from Testing</b>
12/4/2006	Barbara Warren Jones	President – Tidewater Association of School Personnel Administrators – Region II	<p>On behalf of the Region II Tidewater Association of School Personnel (TASPA) membership, we present the following comments and concerns highlighting the prospective changes to licensure specifications and the serious impact that they will have on Virginia’s Region II school divisions if implemented.</p> <p>We strongly oppose the switch from two years to three years of out-of-state experience for testing exemption. This will decrease our pool of out-of-state candidates who qualify for the “Virginia Assessment Exemption Criteria” and, without an adequate and timely transition period, our recruiting efforts would be greatly impacted. We recruit extensively out of state (at least 60%) because of the critical shortage here in Virginia.</p>
12/7/2006	Thomas E. Bartosh	Licensure Specialist Virginia Beach City Public Schools	<p>On behalf of Virginia Beach City Public Schools Department of Human Resources, the items presented below are provided as public comments to the <i>Regulations Governing the Licensure of School Personnel</i>. We ask that this information be presented to the Virginia Board of Education for its consideration before final action is taken on these regulations.</p> <p>We oppose the following proposed revisions: 8VAC20-22-100. Conditions for licensure for out-of-state candidates by reciprocity. Concerning the requirements for 3 years teaching experience vs. 2 years to exempt applicants from Virginia assessments, we feel that the requirement will negatively impact our out-of-state recruiting efforts. We suggest that Virginia keep the 2 year requirement in place and add the requirement that teachers hold a valid out-of-state licenses at the time of their initial application.</p>
11/28/2006	Dr. Roger Morris	Assistant Superintendent Southampton County Schools	<p>The purpose of this email is to provide public comment to the proposed regulations for licensure of professional personnel. First, you and your staff are to be commended for your efforts in revising the regulations. One particular improvement is the proposed change to allow one area of specialty for middle school.</p> <p>The number of years of teaching experience to exempt an individual from all professional teacher’s assessments has been increased from two to three years, and individuals also must hold a valid out-of- state license (full credentials with no deficiencies). Current regulations require two years of teaching experience and no out-of-state license. Again this would also seriously damage our recruiting efforts.</p>
12/15/2006	Nancy L. Munden	Human Resources Licensure Analyst Hanover County Public Schools	I really think that teachers who have taught for two years out of state and are fully licensed out of state should be exempt from the professional teachers assessment requirements since they will have already taken the assessments required for that license.
12/15/2006	Vince Indelicato		With regards to 8VAC20-22-100.D., I am against the proposed change for out-of-state licensees to have completed three years of successful teaching experience (from

Date	Name	Title and Organization	Changing Out-Of-State Exemption from Testing
			the current two years) to be exempt from the professional assessment requirements. I believe that this is an arbitrary and unnecessary change which will serve to shrink the pool of qualified out-of-state teacher candidates. This is a candidate group which is being relied on more and more by school divisions across the state to meet Virginia's teacher shortage. Any change to this exemption which would serve to harm teacher recruitment is a bad idea.
12/15/2006	Dale Sander Marceline R. Catlett Elaine A. Garner	Superintendent Assistant Superintendent for Instruction and Personnel Supervisor of Personnel Services Fredericksburg City Public Schools	We oppose the following proposed revision:  <b>8VAC20-22-100. <u>Switching from two years to three years of out-of-state experience for testing exemption.</u></b>  This change would have a significant negative impact on our out-of-state recruiting efforts. We would rather see it lowered and are definitely opposed to seeing it increased. We would recommend that if the teacher has a valid out-of-state license or even a provisional, based on meeting one year of teaching experience, at the time of their initial application and have passed the assessment requirements for that state, that the teacher should be exempted from all Virginia assessments.
12/4/2006	Starr Rowe Denise Hunt Eddie P. Antoine, II Eddie P. Antoine, II	Director of Human Resources Culpeper Public Schools Recruitment and Licensure Specialist Culpeper Public Schools President Virginia Association of School Personnel Administrators Assistant Superintendent Human Resources and Staff Support Newport News City Public Schools	<b>8VAC20-22-100. Switching from two years to three years of out-of-state experience for testing exemption</b>  This change will negatively impact our out-of-state recruiting effort. Most states have assessment requirements that teachers already meet. Additionally, under HOUSSE teachers are considered "veteran" teachers after one year of experience. We would recommend that Virginia keep the two-year rule in place and add the requirement that teachers hold a valid out-of-state license at the time of their initial application.
8/9/05	Stephen L. Herbert		I believe out of state teachers should be held to the same high standards as in state teachers (Praxis I). Give them the same consideration you give new hires in Virginia- a one year provisional license and they must meet the Virginia standards for assessment testing as well.
11/29/2006	Jeff Cobb	Vice-President Virginia Education Association	We agree with exempting fully licensed teachers with 3 years of successful teaching experience in other states from additional tests. These professionals have a proven track record, and we may lose their benefit to our students if such teachers decide to bypass Virginia for other states.
12/7/2006	Ida Ostrowski	Licensure Specialist York County Public Schools	<b>In opposition:</b> <b>8VAC20-22-100 Changing out of state experience from two years to three years</b> Keeping the two year minimum of successful teaching experience is more closely

Date	Name	Title and Organization	Changing Out-Of-State Exemption from Testing
			aligned to the HOUSS requirements which indicate that an experienced teacher is a teacher who has taught for one year. We recommend that the two-year requirement stay in place with the requirement that teachers hold a valid out-of-state license at the time of the initial application, or have completed a teacher preparation programs and has two years teaching experience.
12/15/2006	Larry E. Shobe  John Linaburg  Katherine Funkhouser	Executive Director of Human Resources  Assistant Director of Human Resources  Licensure Analyst	<b>8VAC20-22-100 Switching from two to three years out-of-state experience for testing exemption</b> This change will negatively impact our out-of-state recruiting efforts. A large number of our new hires for the 2006-2007 school year were from out of state. Most states have assessment requirements that teachers already meet. We would recommend that Virginia keep the two-year requirement in place and add the requirement that teachers hold a valid out-of-state license at the time of their initial application.
11/30/2006	Beverly Baker	Compliance Officer Prince William County Public Schools	8VAC20-22-100. Conditions for licensure for out-of-state candidates by reciprocity. (Page 14D.) Changing the minimum years of teaching experience from two years to three years to be exempted from the professional teachers' assessment requirements would greatly reduce our out-of-state applicant pool and out-of-state recruiting incentives.
9/19/2006	Shawn Finerty  Debra Reader	Licensure Coordinator Fairfax County Public Schools  Director, Employment Services Fairfax County Public Schools On behalf of the Region IV Human Resources Directors	<b>We strongly oppose:</b>  <b>The switch from two years to three years of out-of-state experience for testing exemption.</b> This will decrease our pool of out-of-state candidates who qualify for the "Virginia Assessment Exemption Criteria" and, without an adequate and timely transition period, our recruiting efforts would be greatly impacted.
11/27/2006	Stephen C. Jones	Superintendent Norfolk Public Schools	This letter serves as my feedback to the proposed revisions to the Regulations Governing the Licensure of School Personnel. Norfolk Public Schools struggles to manage the hardships it experiences in teacher staffing. Due to the limited number of Virginia teacher graduates, the regional competition for these graduates, and the teacher turn over rate in a large urban school division, Norfolk Public Schools experiences a teacher shortage. As a result, the school division must hire approximately 50 percent of its 350 teachers hired annually from out of state. The testing requirements unique to Virginia further complicate hiring teachers from out of state. Two of the proposed revisions to the Regulations Governing the Licensure of School Personnel would create further teacher staffing hardships for the school division. Based on the rationale provided above, the following recommendations are made:  I am not in support of 8VAC20-22-100/D: Individuals who hold a valid out-of-state license (full credential with (out) no deficiencies) and who have completed a minimum of three years of full-time successful teaching experience in a public or accredited nonpublic school (kindergarten through grade 12) in a state other than Virginia are exempted from the professional teacher's assessment requirements.

Date	Name	Title and Organization	Changing Out-Of-State Exemption from Testing
			<p><b>Instead, I recommend:</b>  <b>Individuals who hold a valid out-of-state license and who have completed a minimum of two years of full-time teaching experience in a public or accredited nonpublic school (kindergarten through grade 12) in a state other than Virginia are exempted from the professional teachers assessment requirements.</b></p>

## Requiring All Testing in First Year of Provisional License

<b>Date</b>	<b>Name</b>	<b>Title and Organization</b>	<b>Requiring All Testing in First Year of Provisional License</b>
12/4/2006	Barbara Warren Jones	President – Tidewater Association of School Personnel Administrators – Region II	<p>On behalf of the Region II Tidewater Association of School Personnel (TASPA) membership, we present the following comments and concerns highlighting the prospective changes to licensure specifications and the serious impact that they will have on Virginia's Region II school divisions if implemented.</p> <p>We strongly oppose one year provisional (and conditional) licenses eligible for renewal if testing requirements are met the first, provisional licenses can be extended to year two. Our best estimate is that we, as a region, may be requesting thousands of extensions per year if they are renewed yearly; half that if extended once. Districts may require Praxis II by March of the first year. Also districts may require on hiring documents that VCLA and VRA must be met by March 1 of the third year of the Provisional License or third year of VA employment.</p>
11/28/2006	Dr. Roger Morris	Assistant Superintendent Southampton county Schools	<p>The purpose of this email is to provide public comment to the proposed regulations for licensure of professional personnel. First, you and your staff are to be commended for your efforts in revising the regulations. One particular improvement is the proposed change to allow one area of specialty for middle school.</p> <p>There are two issues of concern that are proposed in the licensure regulations:</p> <p>1. Individuals must complete the professional teacher's assessments within one full school year of the contractual date of employment. This means we will release teachers throughout the year if assessments are not met. ETS does not offer enough testing dates for the assessments to accommodate new hires throughout the year in order to meet the requirements. Being a border county, Southampton relies on hiring out-of-state candidates. This change would seriously damage our recruiting efforts.</p>
12/1/2006	Eddie P. Antoine, II	President Virginia Association of School Personnel Administrators (VASPA)	<p>On behalf of the Virginia Association of School Personnel Administrators (VASPA), the items presented below are provided as public comments to the <i>Regulations Governing the Licensure of School Personnel</i>. I regret that I cannot attend the sessions as the VASPA membership is convening in Charlottesville, December 5-8, 2006, at its annual fall conference. We ask that this information be presented to the Virginia Board of Education for its consideration before final action is taken on these regulations.</p> <p>We oppose the following proposed revisions: 8VAC20-22-40. Completion of the Professional Teacher's Assessment and Dating of Provisional Licenses. Although completion of the required</p>
12/15/2006	Vincent Indelicato		<p>I am writing you today to provide my comments on the Proposed Regulations Governing the Licensure of School Personnel. I wish to make clear that my comments represent my personal views on these proposed regulations only and do</p>

Date	Name	Title and Organization	Requiring All Testing in First Year of Provisional License
			<p>not necessarily reflect the views of any other person or entity.</p> <p>With regards to 8VAC20-22-50 A.1., I am not in favor of the change in licensure dating and time periods reflected in this section. I believe that giving new provisional license holders only one year to complete the professional testing requirements is both unfair to the license holder as well as could potentially cause greater turnover or teacher shortages in the classroom. Currently the Virginia Communications and Literacy Assessment and Virginia Reading Assessment tests have only six administrations a year and the Praxis II tests have only seven. Functionally, with score reporting timelines, this leaves only a few relevant test administrations that could be attempted by a license holder with the assurance that official score reports would be obtained in the time frame needed. In addition, these tests are not inexpensive, so a first year teacher under this scenario would need to pay for these tests over the course of one year instead of the three years that they currently have.</p> <p>With only one year to pass these tests, instead of the current three, I can also foresee that school divisions will be wary of hiring Provisional License holders who still need to meet the testing requirements, as the division cannot guarantee that the teacher will pass the tests within that first year. This could lead to an excessive number of teacher vacancies in the classroom, or, if divisions hire these teachers, greater turnover if the teacher is not able to pass all of the tests during that critical first year. Either situation is one that can be avoided by leaving the current time frame for passing the testing requirements alone.</p> <p>Finally, regarding this proposed section, I can foresee a licensure tracking nightmare on both the part of the school division and the Virginia Department of Education with the change of the license expiration date from the standard June 30 to a “floating” date that is tied to the contract date of the teacher. For divisions with a few dozen new Provisional License hires each year, this would be an inconvenience. For divisions with a few hundred new Provisional License hires a year, this could be a disaster in the making. In addition, the proposed section does not make clear whether the additional two years that the Provisional License holder receives are based off of the contract date of the teacher or if the license reverts back to the standard June 30 expiration date.</p>
12/15/2006	Dale Sander  Marceline R. Catlett  Elaine A. Garner	Superintendent  Assistant Superintendent for Instruction and Personnel  Supervisor of Personnel Services  Fredericksburg City Public Schools	<p><b><u>We oppose the following proposed revisions:</u></b></p> <p>8VAC20-22-40.    <b><u>Completion of the Professional Teacher’s Assessment and Dating of Provisional Licenses.</u></b></p> <p>We concur with the thoughts of Eddie P. Antoine, II, President, Virginia Association of School Personnel Administrators (VASPA), that completion of the required assessments in one year is a most desirable goal but that based on experience and too many uncontrollable variables this is not always possible for new teachers. We also concur that changing the current licensure dating policy would make it very difficult for database tracking purposes and would increase the school division’s workload.</p>

<b>Date</b>	<b>Name</b>	<b>Title and Organization</b>	<b>Requiring All Testing in First Year of Provisional License</b>
10/19/2006		State Special Education Advisory Committee (SSEAC)	The SSEAC endorses the proposal that for the purposes of Provisional Licensure all state required tests be passed during the first year of licensure.
11/27/2006	Ann Maydosz	Adjunct Faculty Program Coordinator The Commonwealth Special Education Endorsement Programs: Alternative Licensure Through Distance Education (CSEEP) Old Dominion University	Regarding meeting all testing requirements in the first year of licensure for a provisionally licensed teacher, the CSEEP Advisory Board felt that the VRA should be required in the first 2 years as passing it necessitates taking one to two courses on the methods of teaching reading.
12/4/2006	Starr Rowe  Denise Hunt  Eddie P. Antoine, II  Eddie P. Antoine, II	Director of Human Resources Culpeper Public Schools  Recruitment and Licensure Specialist Culpeper Public Schools  President Virginia Association of School Personnel Administrators  Assistant Superintendent Human Resources and Staff Support Newport News City Public Schools	<p><b><u>We oppose the following proposed revisions:</u></b></p> <ul style="list-style-type: none"> <li> <p><b>8VAC20-22-40. Completion of the Professional Teacher's Assessment and Dating of Provisional Licenses</b></p> <p>Although completion of the required assessments in one year is a desirable goal, the reality is that, based on a variety of factors, it is often not possible. In addition, the current licensure dating policy allows us to monitor all our teachers and effectively manage our database. A change to allow dating of licensure based upon the hiring date would adversely affect our database for non-renewal tracking. The Code of Virginia has one date-a process completed date of April 15. A single effective date makes that possible. It would be very difficult to track a floating date, have an accurate non-renewal process, and most importantly, to find out-of-cycle replacements for the non-renewed teachers. Multiple effective dates would greatly increase both the school divisions and Department of Education's workload. In addition, SPED and elementary teachers are required to pass Praxis and VRA. In the past there was no cut score for the VRA, and this was not a problem, but now with the cut score, teachers should not be taking the VRA assessment until they have taken the language acquisition and reading requirement. These classes may not have been offered and taken during the first year of employment.</p> </li> </ul>
12/5/2006	Dr. Mike Behrmann	Professor of Special Education at George Mason University	Opposed to having professional assessment completed in first year of provisional teaching.
8/9/05	Stephen L. Herbert		I do not agree with the reduction of the provisional status from three years to one year. Most teachers granted provisional status are fresh out of college and are required by most school systems to participate in new teacher orientation programs that can require many after school hours...(new teachers do not have enough time to prepare for assessments in just one year)
12/7/2006	Ida Ostrowski	Licensure Specialist York County Public Schools	<p><b>In opposition:</b></p> <p><b>8VAC20-22-40 All candidates must complete the professional teacher's assessments within one year of the contractual date of employment</b></p> <p>One year does not give teachers who need multiple tests enough opportunities to meet this obligation for contract renewal. Teachers who come from out-of-state,</p>

Date	Name	Title and Organization	Requiring All Testing in First Year of Provisional License
			<p>seeking Elementary endorsement or Special Education endorsement may need as many as 3 tests. And there is no room for retesting if needed.</p> <p>Using a contractual date instead of the current licensure dates will be difficult to monitor with these contractual dates occurring throughout the year. Without test scores at the time of contract renewal, the result will most likely be dismissal of the teacher. Finding replacements for those who do not meet the contractual date places a heavy burden on the personnel department which is already heavy laden.</p>
12/15/2006	Larry E. Shobe  John Linaburg  Katherine Funkhouser	Executive Director of Human Resources  Assistant Director of Human Resources  Licensure Analyst	<p><b><u>We oppose the following revisions:</u></b></p> <p><b>8VAC20-22-40 Completion of the Professional Teacher's Assessment and Dating of Provisional License</b>            Completion of the required assessments in one year is desirable; however, based on a variety of factors, it is often not possible. The current licensure dating policy allows us to monitor all our teachers and effectively manage our data base. It would be very difficult to track a floating date, have an accurate non-renewal process (completed by April 15), and most importantly, to find out-of-cycle replacements. Multiple effective dates would diminish the effectiveness and efficiency of the process.</p>
11/30/2006	Beverly Baker	Compliance Officer Prince William County Public Schools	<p><b><u>PWCS does not support the following proposals:</u></b></p> <p>8VAC20-22-50. Types of licenses; dating of licenses. (Page 5 Section A. and Page 8 Section B.) The proposed changes for the provisional license holder who has not met assessment requirements indicates that the license will be issued for one year from the contractual date of employment. Upon meeting the testing requirements in the first year of the license, the license may be extended for two years. The proposal does not indicate whether the extended license will continue to be issued based on the contractual date of hire or July 1 of the year in which the license holder meets the assessment requirements- more clarification is needed to give a proper response. We are in support of allowing license holder of a full three years from the contractual date of hire to meet licensure requirements. The tracking of multiple dates and the efficiency of licensure processes will be greatly affected by floating licensure dates. Additionally, PWCS would be required to process hundreds of additional licensure extensions per year. Perhaps the guidelines should convey that a license holder has a full three years from the contractual date of hire to meet all licensure requirements and school divisions can request on an as-needed basis a license extension based on the contractual date of hire. Completing assessment requirements within one year of contractual date of hire should be tracked and maintained by school divisions in the same manner as the Educational Technology requirements are maintained.</p>
09/19/2006	Shawn Finerty  Debra Reader	Licensure Coordinator Fairfax County Public Schools  Director, Employment Services Fairfax County Public Schools On behalf of the Region IV	<p><b>The return to a first year requirement for VCLA/VRA (if needed)</b> Fairfax County Public Schools (FCPS) had complied with this mandate until this year and then switched to the current state guidelines. Although other Region IV districts have not issued this mandate thus far, making repeated changes diminishes our credibility with our new employees and increases anxiety among our employees. In a time during which teacher availability is in crisis, why would we implement yet</p>

Date	Name	Title and Organization	Requiring All Testing in First Year of Provisional License
		Human Resources Directors	<p>another change?</p> <p><b>One year provisional and conditional licenses eligible for renewal if testing requirements are met the first year, provisional license can be extended to year two</b> – Our best estimate is that we, as a region, may be requesting thousands of extensions per year if they are renewed yearly; half that if extended once. We already require Praxis II by March of the first year. All of current hiring documents state that VCLA and VRA must be met by March 1 of the third year of the Provisional License or third year of VA employment. If there is no grandfather period, we would have newly hired teachers with changing expectations.</p>
11/27/2006	Stephen C. Jones	Superintendent Norfolk City Public Schools	<p>I am also not in support of the bolded portion of 8VAC20-22-50/A/1: Provisional License: the Provisional License is a nonrenewable license valid for a period not to exceed three years issued to an individual who has allowable deficiencies for full licensure as set forth in these regulations. The individual must have a minimum of an undergraduate degree from an accredited [SIC] college or university (with the exception of those individuals seeking licensure through a career switcher program, will be issued for three years if all testing requirements prescribed by the Board of Education have been completed. <b>If the individual has not met testing requirements prescribed by the Board of Education, the license will be issued for one year from the contractual date of employment. Upon meeting the testing requirements in the first year of the license, the license may be extended for two years.</b> Individuals must complete the requirements for the regular, five-year license within the validity period of the provisional license.</p> <p><b>Instead, I recommend:</b>  <b>...If the individual has not met testing requirements prescribed by the Board of Education, the individual must show progress annually through the submission of the score reporting sheet(s). Failure of the individual to show progress annually, will result in termination of the three year provisional license.</b></p> <p>In order to meet the educational needs of the students of Norfolk Public Schools, we must be able to attract and retain high quality teachers. To increase the number of years of experience for out-of-state teacher applicants and to change the conditions of the provisional license would create an additional hardship on a teacher staffing for Norfolk Public Schools.</p>

## School Manager License

<b>Date</b>	<b>Name</b>	<b>Title and Organization</b>	<b>School Manager License</b>
12/4/2006	Barbara Warren Jones	President – Tidewater Association of School Personnel Administrators – Region II	On behalf of the Region II Tidewater Association of School Personnel (TASPA) membership, we present the following comments and concerns highlighting the prospective changes to licensure specifications and the serious impact that they will have on Virginia’s Region II school divisions if implemented.  We support the School Manager License – licensed to administer non-instructional responsibilities in an educational setting. This could be utilized locally.
9/19/2006	Shawn Finerty  Debra Reader	Licensure Coordinator Fairfax County Public Schools  Director, Employment Services Fairfax County Public Schools On behalf of the Region IV Human Resources Directors	<b>We support:</b>  <b>School Manager License.</b> Licensed to administer non-instructional responsibilities in an educational setting.

### Single Endorsement for Middle School Teachers

Date	Name	Title and Organization	Single Endorsement for Middle School Teachers
12/4/2006	Barbara Warren Jones	President – Tidewater Association of School Personnel Administrators – Region II	<p>On behalf of the Region II Tidewater Association of School Personnel (TASPA) membership, we present the following comments and concerns highlighting the prospective changes to licensure specifications and the serious impact that they will have on Virginia’s Region II school divisions if implemented.</p> <p>We support Middle School endorsements change from two endorsements to one. This would actually enhance our recruitment efforts.</p>
12/7/2006	Thomas E. Bartosh	Licensure Specialist Virginia Beach City Public Schools	<p>On behalf of Virginia Beach City Public Schools Department of Human Resources, the items presented below are provided as public comments to the <i>Regulations Governing the Licensure of School Personnel</i>. We ask that this information be presented to the Virginia Board of Education for its consideration before final action is taken on these regulations.</p> <p>We support the following proposed revisions: 8VAC20-22-160. Middle Education 6-8. We strongly support revising the requirement from two areas of concentration to one area of concentration. We feel this will enhance our flexibility in hiring qualified applications from both Virginia and other states. When combined with the option of adding endorsements via testing, this change will have a positive impact on staffing difficulty positions in middle school areas.</p>
11/28/2006	Dr. Roger Morris	Assistant Superintendent Southampton County Schools	The purpose of this email is to provide public comment to the proposed regulations for licensure of professional personnel. First, you and your staff are to be commended for your efforts in revising the regulations. One particular improvement is the proposed change to allow one area of specialty for middle school.
12/15/2006	Vince Indelicato		With regards to 8VAC20-22-160, I am definitely in favor of changing the concentration area requirements for Middle Education 6-8 from concentrating in two areas to concentrating in one. I believe that this will definitely aid school divisions in filling critical middle school teaching openings. However, I do see the potential for confusion with this section because, unlike the current regulations in 8VAC20-21-150, 8VAC20-22-160 does not specify for each of the four major content areas what the “non-concentration” requirement is. I believe that this “non-concentration” semester hour requirement should also be denoted in 8VAC20-22-160, so that there is no confusion among licensees and licensure personnel what the exact requirement for the “non-concentration” academic areas is.
12/15/2006	Dale Sander  Marceline R. Catlett  Elaine A. Garner	Superintendent  Assistant Superintendent for Instruction and Personnel  Supervisor of Personnel Services  Fredericksburg City Public	<p>We strongly support the following proposed revision:</p> <p>8VAC20-22-160. <b><u>Middle School endorsements may be issued with at least one area of concentration.</u></b></p> <p>Passing of this option will give all school divisions more hiring flexibility for difficult to fill middle education areas. It is often hard to find candidates with enough course work for two areas of concentration, which leaves an untapped</p>

Date	Name	Title and Organization	Single Endorsement for Middle School Teachers
		Schools	resource of good candidates with one area of concentration for the middle school grades. This change would most definitely have a positive impact on recruiting for the middle education positions.
12/4/2006	Starr Rowe  Denise Hunt  Eddie P. Antoine, II  Eddie P. Antoine, II	Director of Human Resources Culpeper Public Schools  Recruitment and Licensure Specialist Culpeper Public Schools  President Virginia Association of School Personnel Administrators  Assistant Superintendent Human Resources and Staff Support Newport News City Public Schools	We support the following revision: <p><b>8VAC20-22-160. Middle School endorsements may be issued with at least one area of concentration</b></p> <p>This option provides school divisions more hiring flexibility for difficult to fill middle education areas. In addition, out-of-state candidates who hold single middle school endorsements on their licenses who have previously been denied a license in that area because they did not hold a second area of concentration will now be eligible to receive the license. When coupled with the proposed testing-out option, this change will have a positive impact on filling middle education positions.</p>
12/1/2006	Dr. John R. Goss, III  Dr. H. Jurgen Combs  Dr. Pam Stockinger  Dr. Larry Brooks	Associate Dean for Graduate Studies  Director, Teacher Licensure  Director, Master's in Teaching Program  Director, Master's in Administration Program  Shenandoah University	We support the following:  Changing the requirements for middle level licensure will encourage more students to enter that critical field. The number of interested applicants has dropped dramatically since the inception of the two content area rule as well as the additional courses in the two content areas not license.
9/20/2005	Sandra B. Cohen	Director, Teacher Education, Curry School of Education, UVA	8vac20-22-160 Middle Education: The proposal changes the requirement to one area of concentration with at least 21 semester hours and "minimum requirements" for the other core academic areas. However, there are no guidelines for defining minimum requirements leaving the area open for interpretation. Greater specificity is needed.
12/7/2006	Ida Ostrowski	Licensure Specialist York County Public Schools	<b>In strong support:</b>  <b>8VAC20-22-160 Middle education 6-8 endorsement may be issued with at least one area of academic preparation</b>  This option will provide more hiring flexibility in middle education areas. Also, those who come from out of state with a single endorsement will now be eligible to acquire a license.

<b>Date</b>	<b>Name</b>	<b>Title and Organization</b>	<b>Single Endorsement for Middle School Teachers</b>
12/15/2006	Larry E. Shobe  John Linaburg  Katherine Funkhouser	Executive Director of Human Resources  Assistant Director of Human Resources  Licensure Analyst	<b>8VAC20-22-160 Middle education 6-8</b> The change of allowing one area of concentration on teaching licenses would enhance our recruitment efforts. This would not pose any problems.
11/30/2006	Beverly Baker	Compliance Officer Prince William County Public Schools	8VAC20-22-160. Middle Education 6-8 (Page 22) Changing from requiring two concentrated areas to one concentrated area for Middle School Endorsement will enhance our recruiting pool for critical areas.
9/19/2006	Shawn Finerty  Debra Reader	Licensure Coordinator Fairfax County Public Schools  Director, Employment Services Fairfax County Public Schools On behalf of the Region IV Human Resources Directors	<b>We support:</b> <b>Middle School endorsements changing from two endorsements to one.</b> This would actually enhance our recruitment efforts.

## Adding Endorsements By Testing

<b>Date</b>	<b>Name</b>	<b>Title and Organization</b>	<b>Adding Endorsements By Testing</b>
12/4/2006	Barbara Warren Jones	President – Tidewater Association of School Personnel Administrators – Region II	<p>On behalf of the Region II Tidewater Association of School Personnel (TASPA) membership, we present the following comments and concerns highlighting the prospective changes to licensure specifications and the serious impact that they will have on Virginia’s Region II school divisions if implemented.</p> <p>We support Test outs for adding endorsements. This will definitely enhance the areas for critical shortage needs.</p>
12/7/2006	Thomas E. Bartosh	Licensure Specialist Virginia Beach City Public Schools	<p>On behalf of Virginia Beach City Public Schools Department of Human Resources, the items presented below are provided as public comments to the <i>Regulations Governing the Licensure of School Personnel</i>. We ask that this information be presented to the Virginia Board of Education for its consideration before final action is taken on these regulations.</p> <p>We support the following proposed revisions: 8VAC20-22-70. Adding endorsements. We strongly support the ability to add endorsements by passing a rigorous academic subject assessment with the exception of Elementary Education. We feel that this revision is fair and equitable to all.</p>
8/3/2005	Dr. Randall Thomas	Superintendent, Page County Public Schools	<p>The proposal regarding the test-out option is overwhelmingly supported by the Page County Administrative Staff. It is our opinion that an individual who has a teaching license and passes the corresponding Praxis II content test for another content area should earn that endorsement. We support this proposal only on the secondary level.</p>
8/3/2005	John F. Smith	Assistant Superintendent for Human Resources, Page County Public Schools	
8/3/2005	Morgan Phenix	Principal, Page County High School	
8/3/2005	David Ponn	Principal, Luray High School	
12/15/2006	Julia H. Cothron	President, Virginia Mathematics and Science Coalition	<p>First, the Coalition notes in the proposed amendments certain language responding to concerns regarding teacher shortages and establishing various alternative certification and endorsement routes intended to help address the shortages. The Coalition is, as you may know, keenly aware of this concern, which is especially acute in the areas of mathematics and sciences. We have worked hard to bring the concern about math and science teacher shortages to the fore and to address them in cooperation with the Department, Coalition member institutions, and other interested parties. We note in particular language in the proposed amendment to 8 VAC 20-22-70 allowing a teacher to take and pass a “rigorous academic subject test” to add an endorsement in the subject area of that test to their current license. Because teachers may seek to use this alternative route to add an endorsement in a math or science subject area, the content, scope, and use of such a test are of great interest to the Coalition. To ensure that teachers obtaining endorsements in this manner are competent in the subject area topic itself and associated pedagogy/teaching skills</p>

Date	Name	Title and Organization	Adding Endorsements By Testing
			<p>(and even laboratory safety for certain science subjects), the Coalition believes that the Department should carefully evaluate how such tests should be structured and implemented. The Coalition stands ready to offer its assistance to the Department during its evaluation and as the Department develops any associated regulation or any related agency guidance concerning the type, scope, and implementation of such tests.</p> <p>Second, as you may also know, the Coalition develops and implements projects with a focus on developing teachers with strong content pedagogical knowledge (as supported by research and as implemented in mathematics specialist program curricula we have developed). We urge the Department to consider, in the implementation of the proposed amendments if adopted, how best to ensure that subject-based curriculum and instruction courses are offered and taken by teachers and would-be teachers. In this manner, they can be trained how to teach that particular subject, so that they have the needed skills for that subject. Generic curriculum and instruction skills courses do not lead to this desired result nearly as well as subject-specific courses. Again, the Coalition would be happy to work with the Department in this regard as it develops guidance or implementing regulations in this area based on the proposed amendments.</p>
12/15/2006	Vincent Indelicato		With regards to 8VAC20-22-70, I believe that allowing additional endorsements to be added in the manner outlined in this section is long overdue. Teachers who pass the rigorous academic subject test in an area for an added endorsement certainly will have demonstrated knowledge of that subject sufficient enough to teach courses in that subject area. I believe that this provision will go a long way to solving some of staffing issue needs that arise in school systems for the hard to fill endorsement areas.
11/28/2006	Vicky Hayes		I am in favor of initiative 8VAC20-22-70.
11/28/2006	Kevin Johnson		I am in favor of initiative 8VAC20-22-70.
11/29/2006	Denise Fultz		I am in favor of initiative 8VAC20-22-70. Please pass this initiative.
11/30/2006	Denise Collins		I am in favor of the initiative 8VAC20-22-70. I am currently a special education teacher and have been in an inclusion or self-contained Algebra I class for the past 4 years. I would love to add on an Algebra I endorsement to my current special education certification, especially since I have 4 years of teaching experience in this subject.
12/15/2006	Dale Sander Marceline R. Catlett Elaine A. Garner	Superintendent Assistant Superintendent for Instruction and Personnel Supervisor of Personnel Services Fredericksburg City Public Schools	<p><b><u>We strongly support the following proposed revisions:</u></b></p> <p>8VAC20-22-70. <b><u>Add an additional endorsement to the license by passing a rigorous academic subject assessment.</u></b></p> <p>We strongly support this option as we feel that our currently employed teachers should be given the same flexibility that individuals going through the Experiential Learning Credits Program are awarded. This would make the system more equitable to all. We also support the fact that this option not be opened to the elementary education endorsement areas.</p>

<b>Date</b>	<b>Name</b>	<b>Title and Organization</b>	<b>Adding Endorsements By Testing</b>
3/7/2005	Stephanie Dearing	Executive Director for Human Resources Rockingham County Public Schools	Overwhelmingly, this proposal is supported. It is my opinion that an individual who has a teaching license and passes the corresponding Praxis II content test for another content area, should earn that endorsement. (This is a secondary, not elementary issue in my opinion. Only content areas should be included.) I do not believe that the cut score for the testing-out option should be any higher than for the traditional route teacher. I also do not believe that the areas must be related. What a wonderful manner in which to finally assist school divisions in dealing with scheduling issues that have plagued us for years!! This would truly be a move that would be beneficial to divisions and to teachers. Furthermore, if an individual has a bachelor's degree in an endorsable area, and qualifies for a provisional in that area, he/she should also be allowed to qualify for the provisional in another area in which he/she passes the content Praxis II.
12/4/2006	Starr Rowe  Denise Hunt  Eddie P. Antoine, II  Eddie P. Antoine, II	Director of Human Resources Culpeper Public Schools  Recruitment and Licensure Specialist Culpeper Public Schools  President Virginia Association of School Personnel Administrators  Assistant Superintendent Human Resources and Staff Support Newport News City Public Schools	<b><u>We support the following revisions:</u></b>  <b>8VAC20-22-70. Add an additional endorsement to the license by passing a rigorous academic subject assessment</b>  We wholeheartedly support this option. This change will align procedures for all teachers as currently this option is only open to those meeting the Experiential Learning Credits Program requirements. It will make the system fair and equitable to all. We also support the fact that this option not be opened to the elementary education endorsement areas.
9/20/2005	Sandra B. Cohen	Director, Teacher Education, Curry School of Education, UVA	<ul style="list-style-type: none"> <li>8VAC20-22-70 Additional Endorsements: The proposal that licensed teachers may add an endorsement by passing a specified rigorous test needs to be more clearly developed...The test-in option discredits the established content specific pedagogy of a discipline...This proposal would mandate that we develop and maintain continuous administrative structures to respond appropriately within a 30 day limit and as a result would be burdensome for our faculty and staff.</li> </ul>
12/7/2006	Ida Ostrowski	Licensure Specialist York County Public Schools	<b>In strong support:</b>  <b>8VAC20-22-70 Add on additional endorsements to the licensure by passing a rigorous academic subject test</b>  Since this option has been give to those in the Career Switcher program, it is only fair that this option be given to all teachers.
12/15/2006	Larry E. Shobe	Executive Director of Human Resources	<b>8VAC20-22-70 Add an additional endorsement to the license by passing a rigorous academic subject assessment</b>

Date	Name	Title and Organization	Adding Endorsements By Testing
	John Linaburg  Katherine Funkhouser	Assistant Director of Human Resources  Licensure Analyst	We strongly support this option with the exception that it not be an option to add the elementary education endorsement.
11/30/2006	Beverly Baker	Compliance Officer Prince William County Public Schools	8VAC20-22-70. Additional endorsements. (Page 9) Individuals who hold a teaching license may add an additional endorsement to the license by passing a rigorous academic subject test would greatly enhance our applicant pool and allow current license holders to be eligible for multiple endorsement areas.
9/19/2006	Shawn Finerty  Debra Reader	Licensure Coordinator Fairfax County Public Schools  Director, Employment Services Fairfax County Public Schools On behalf of the Region IV Human Resources Directors	<b>We support:</b>  <b>Test outs for adding endorsements.</b> We do not support this concept for the elementary endorsement due to the nature of the elementary program of studies, but we do support for other subject areas.  <b>Experiential Learning Credits.</b> This is a suggestion that we support it will be used in cases of exception and for critical fields.

## Coursework Changes

<b>Date</b>	<b>Name</b>	<b>Title and Organization</b>	<b>Coursework Changes</b>
12/4/2006	Barbara Warren Jones	President – Tidewater Association of School Personnel Administrators – Region II	<p>On behalf of the Region II Tidewater Association of School Personnel (TASPA) membership, we present the following comments and concerns highlighting the prospective changes to licensure specifications and the serious impact that they will have on Virginia’s Region II school divisions if implemented.</p> <p>We support course work requirements for provisional licenses that may change for several endorsements. Again, as long as the new requirements are clearly articulated to school systems, we are able to adapt our procedures.</p>
12/4/2006	Starr Rowe  Denise Hunt  Eddie P. Antoine, II  Eddie P. Antoine, II	Director of Human Resources Culpeper Public Schools  Recruitment and Licensure Specialist Culpeper Public Schools  President Virginia Association of School Personnel Administrators  Assistant Superintendent Human Resources and Staff Support Newport News City Public Schools	<p><b>8VAC20-22-130 through 500. Proposed content course requirements and endorsement name changes</b></p> <p>These paragraphs provide changes in content course requirements, professional studies, and name changes to a variety of endorsements. We support all the proposed revisions with one minor request. Paragraph 370 refers to the health and physical education endorsement area. The recommendation for anatomy, physiology and kinesiology is to change that requirement of 12 semester hours to 9-12 semester hours. It also recommends going from 6 semester hours of electives to 3-6 semester hours. I recommend that the hours be set at 9 and 6 respectively so as not to confuse those attempting to meet the requirements.</p>
11/29/2006	Dr. Michael Davis	Department of Teaching and Learning School of Education Virginia Commonwealth University	<p><i>Item #180—Proposal to require three additional hours in classroom management and reading.</i></p> <p>VCU faculty seek clarification on this proposal. While VCU faculty support increased attention to both classroom management and reading in the preparation of teachers, we are unclear about how this proposal will affect approved teacher preparation programs. To what extent will this new proposal apply to approved programs? If the state expects colleges and universities to add new courses to their approved programs, this will have significant staffing implications for VCU and other teacher preparation institutions.</p>
11/27/2006	Ann Maydosz	Adjunct Faculty Program Coordinator The Commonwealth Special Education Endorsement Programs: Alternative Licensure Through Distance Education (CSEEP) Old Dominion University	Regarding proposed course work to meet the professional studies requirements, the CSEEP Advisory Board felt that the 3 hours in classroom management should read behavior management instead.

Date	Name	Title and Organization	Coursework Changes
11/20/2006	Dr. Timothy Reynolds		I am also very concerned with the Board's intention of regulating the profession's curriculum by requiring specific courses (classroom management) and attempting to eliminate other (foundations and principles). Setting general guidelines is within the purview of an appointed policy committee but government and its agencies are not designed nor equipped to design a curriculum. Those are decisions best left to individuals who are practicing in the field and contributing to its intellectual capital. For a state agency to regulate curriculum is not only an act of excessive government intrusion and probably an infringement on academic freedom, it also ignores the experience and expertise of teachers and professionals working in K-12 schools and institutions of higher learning. I ask that you please demonstrate governmental restraint and recognize the profession's ability and right to create its own rigorous, coherent, and organized curriculum. Not only do the experts have the practical and theoretical knowledge necessary to accomplish the task, they have assumed an ethical commitment to perpetuate and strengthen the profession and to ensure success for all students.
12/14/2006	Dr. Lisa Earp		I am also concerned with the Board's intention of regulating the profession's curriculum by requiring specific courses (classroom management) and attempting to eliminate other (foundations and principles). Course decisions are best left to individuals who are practicing in the field and contributing to its intellectual capital. I ask that you recognize the profession's ability and right to create its own rigorous, coherent, and organized curriculum. Not only do the experts have the practical and theoretical knowledge necessary to accomplish the task, they have assumed an ethical commitment to perpetuate and strengthen the profession and to ensure success for all students.
11/30/2006	Dr. Brenda G. Gilman	Chair, Education Department Randolph-Macon College	Regarding <b>classroom management</b> as a separate course, we address classroom management as a very important topic directly in our two anchor courses which include structured observation of classroom management in field work. Additionally, in our methods courses, students study an array of theories and applications of effective classroom management models. We currently integrate classroom management across the professional educational studies courses and have met with great success. Student teachers and graduates of our program have sound understanding and application of classroom management. Our graduates, who are acknowledged as exemplary teachers in various venues, are recognized for outstanding instructional and classroom management practices.
12/11/2006	Dr. Lynn H. Wolf	Chair, Education Department Averett University	<b>Education programs should be allowed to incorporate behavior management into other courses such as curriculum, instruction, and methods as we now do, and not be required to become a separate course.</b> Behavior management must be taught throughout the program, in courses in which its relevance will make it the most meaningful. We have had excellent success doing it this way for many years and do not wish to alter a methods that already works so well.  <b>A decrease in the number of program hours of education coursework should not be required.</b> We have a difficult time being able to include all the necessary requirements in the hours allowed under the current guidelines, and we feel strongly

Date	Name	Title and Organization	Coursework Changes
			that a decrease in that number would seriously hinder the effectiveness of our education programs.
12/11/2006	James R. Amaral	President, District 9 Virginia Education Association	I would like to offer my support of changes that require the study of classroom management and instructional design based on assessment data as part of the professional studies requirements of Licensure Code SVA20-22-130. Though this was part of my preparation when I was studying to be a classroom teacher in the elementary school, many new teachers are now reporting that they have been inadequately prepared to manage their classroom and design instruction based on assessed needs of students. This change would correct the problem.
11/29/2006	Lois H. Stanton	President Chesterfield Education Association	I also strongly support the inclusion of “classroom management” and “instructional design based on assessment data” as professional studies requirements. These are often the areas in which new teachers feel inadequately prepared for the reality of the classroom. Those who are better prepared are more likely to choose to continue teaching career.
12/14/2006	Dr. Brenda G. Gilman	President, VACTE	Lastly, requiring <b>classroom management</b> as stand alone course is not necessary since programs already address it by integrating it throughout teacher preparation. In integrating classroom management, teacher candidates fully recognize the importance of establishing clear classroom strategies in every aspect of teaching. Having classroom management relegated to a course, sends the message that it is indeed separate entity, when it is very much a necessary part of all that takes place in classrooms. The integration of classroom management reinforces the relationship between effective teaching and classroom management.
11/30/2006	Beverly Baker	Compliance Officer Prince William County Public Schools	8VAC20-22-130 Professional Studies Requirements.(Page 19) Changing the professional studies requirements for early/primary, elementary and middle Education is supported if there is a sufficient grace period for those individuals that have been working on meeting licensure requirements based on the current professional requirements.
9/19/2006	Shawn Finerty  Debra Reader	Licensure Coordinator Fairfax County Public Schools  Director, Employment Services Fairfax County Public Schools On behalf of the Region IV Human Resources Directors	<b>We support:</b>  <b>Course work requirements for provisional licenses may change for several endorsements.</b> Again, as long as the new requirements are clearly articulated to school systems, we are able to adapt our procedures.

## Career Paths to Teaching

Date	Name	Title and Organization	Career Paths to Teaching
12/7/2006	Thomas E. Bartosh	Licensure Specialist Virginia Beach City Public Schools	<p>On behalf of Virginia Beach City Public Schools Department of Human Resources, the items presented below are provided as public comments to the <i>Regulations Governing the Licensure of School Personnel</i>. We ask that this information be presented to the Virginia Board of Education for its consideration before final action is taken on these regulations.</p> <p>We oppose the following proposed revisions: 8VAC20-22-60. Designations on Licenses for Career Paths to Teaching. While we support recognized a teacher's professional growth and development for Career Teacher designations, we feel that we would experience an overwhelming number of teachers who would interpret this designation to be equivalent of our internal Career Teacher incentive program. The Virginia Beach City Public Schools "Career Teacher" incentive program, created over 28 years ago, offers a limited monetary supplement but requires professional development above the continuing contract status. We fail to see how the designations would realistically benefit the individual teacher or any school division.</p>
11/29/2006	Lois H. Stanton	President Chesterfield Education Association	I am pleased to see the designations for "Career Paths to Teaching." The designations of <i>Career Teacher</i> , <i>Mentor Teacher</i> , and <i>Teacher as Leader</i> recognize the importance of a career path for teachers who choose to remain in the classroom throughout their careers.
11/29/2006	Jeff Cobb	Vice-President Virginia Education Association	VEA has long encouraged efforts to create career paths that will encourage great teachers to remain in the classroom, directly touching the lives of students. The different proposed designations, career, mentor and leader, may help somewhat. However, the most effective methods to retain quality professionals inside the classroom remain to raise Virginia's teacher salaries to and beyond the national average, in recognition of the above-average work being done throughout Virginia's schools; and further, to examine the negative aspects of some teaching/learning environments that make many teachers leave children behind in search of more professional working conditions.
12/15/2006	Larry E. Shobe  John Linaburg  Katherine Funkhouser	Executive Director of Human Resources  Assistant Director of Human Resources  Licensure Analyst	<p><b>8VAC20-22-60 Career Paths that reflect stages in the professional development of teachers</b></p> <p>Career paths are an excellent means to enhance the professionalism of the teaching corps and provide teachers an additional means of progression in their profession. However, without monetary compensation it would make such a proposal meaningless to the teacher. Without adequate state funding, we can not support this proposal.</p>
9/20/2005	Sandra B. Cohen	Director, Teacher Education, Curry School of Education, UVA	8 VA C20-22-60: Designation on Licensure for Career Paths to Teaching: We do not like the open-endedness of "nationally recognized certification program approved by BOE..."

Date	Name	Title and Organization	Career Paths to Teaching
12/11/2006	Cathy Kinzler, NBCT		Under the proposed licensing changes, if a teacher is granted a Teacher Leader or Mentor Teacher license by one division's criteria, and moves to another division in Virginia whose criteria he/she does not meet at all, what happens to their license? Is it still viable until it comes up for renewal? I see all sorts of problems without uniform standards and criteria.
12/4/2005	Starr Rowe  Denise Hunt  Eddie P. Antoine, II  Eddie P. Antoine, II	Director of Human Resources Culpeper Public Schools  Recruitment and Licensure Specialist Culpeper Public Schools  President Virginia Association of School Personnel Administrators  Assistant Superintendent Human Resources and Staff Support Newport News City Public Schools	<b>8VAC20-22-60. Career Paths that reflect stages in the professional development of teachers</b>  <b><u>We oppose this revision with comment.</u></b> Career Paths are an excellent means to enhance the professionalism of the teaching corps as well as to provide teachers an additional means of progression in their profession. At the same time, progression without monetary compensation makes such a proposal essentially meaningless to the teacher. Some school divisions may have the funding to support compensation of these three paths. However, many more are unable to adequately fund all requirements now making such a change inequitable. Without adequate funding, I cannot support this proposal.
11/29/2006	Dr. Terry Dozier	Director of the Center for Teacher Leadership School of Education Virginia Commonwealth University	My name is Terry Dozier. I am the Director of the Center for Teacher Leadership at Virginia Commonwealth University School of Education. Our Center works with accomplished teachers throughout Virginia to promote and support teacher leadership in order to improve teaching and learning.  I am pleased to appear before you and provide public comment on item #60, the proposal to create career paths for teachers. I had the privilege of serving on the Committee to Enhance the K-12 Teaching Profession which was charged with developing a blueprint to enhance the teaching profession in Virginia. The Committee released its report <i>Stepping up to the Plate...Virginia's Commitment to a Highly Qualified Teacher in Every Classroom</i> in October 2002. One of the Committee's recommendations was to "establish a multi-tiered licensure system that reflects stages in the professional development of teachers and promotes their continuing growth and career options as educators."  At the request of the Division of Teacher Education and Licensure in the Virginia Department of Education, our Center coordinated a Teacher Quality Forum in March 2003, to discuss the benefits, as well as the potential challenges, of moving forward on the Committee's recommendation and to provide as much detail as possible in how the state should proceed if it decides to develop a new licensure system. The Forum was attended by more than 100 of the state's most exemplary teachers, including local and state Teachers of the Year, Milken Educators, and National Board Certified Teachers. Also in attendance were award winning principals, key school division administrators, personnel from the Virginia Department of Education, the

Date	Name	Title and Organization	Career Paths to Teaching
			<p>State Council of Higher Education and the Virginia Community College System, faculty and administrators from the state's teacher preparation colleges and universities, and members of the Virginia Board of Education and other important stakeholders.</p> <p>I am submitting with my written comments a copy of the report that I wrote which summarizes the proceedings from the March 2003 Teacher Quality Forum. The report includes an analysis of more than 60 hours of focus group interviews conducted over a two-day period, augmented by polling data gathered from forum participants using Group Interactive Feedback Technology (GIFT), a wireless, individual response system where individuals use hand-held response pads to record their individual, confidential responses to presented material, questions, and issues. In particular, I want to call the Board's attention to two points from this report:</p> <p><b>(1) Overwhelmingly, exemplary teachers in Virginia support the concept of creating a licensure system that differentiates teachers' knowledge, skills, and leadership roles.</b> Ninety-two percent agreed with the concept of a Career Teacher license, with 66 percent indicating that they strongly agreed. Eighty percent of the forum participants agreed with the concept of creating a voluntary, advanced license for master teachers or teacher leaders, with 45 percent strongly agreeing. They believe these designations will provide increased credibility for the teaching profession, strengthen support for teachers, and provide much-needed accountability.</p> <p>In fact, the Forum participants supported different licenses for career teachers and teacher leaders, with the creation of a performance-based assessment system to determine whether or not teachers could earn these new licenses. While the current proposal before the Virginia Board of Education to create a career teacher, mentor teacher, and teacher as leader designation on the license does not go as far as the Forum participants recommended, it is a step in the right direction.</p> <p><b>(2) Virginia's accomplished teachers want objective standards for evaluating the knowledge, skills, and roles required for teacher leaders.</b> The proposal to allow local school divisions to determine eligibility for the mentor teacher and teacher as leader designation is in direct conflict with the overwhelming recommendation by the state's most exemplary teachers who believe the process of designating teacher leaders "must be objective, above local politics, and consistent across the state." Fifty-nine percent of forum participants believed that the assessors should <u>not</u> be in the candidate's school division. Only 17 percent felt that local educators who know the teacher well should assess candidates for the Teacher Leader license.</p> <p>One reason National Board Certification is accepted and promoted by teachers is that the assessment process is valid, reliable, multi-faceted and consistent across the nation. Candidates are identified only by an I.D. number and assessors are trained and must demonstrate their ability to score a candidate's work accurately. Any alternative to National Board Certification for the Teacher as Leader designation must be objective and uniform in its application throughout the state.</p>

Date	Name	Title and Organization	Career Paths to Teaching
			<p>Uniformity and consistency is also important in terms of the mentor teacher designation. Current mentor guidelines say only that mentors must be trained. The quality and depth of mentor teacher training across the commonwealth varies greatly, ranging from a few hours in some divisions to more than twelve full days per year in others. The following paragraph from the <i>Report on the 2003 Teacher Quality Forum</i> summarizes the views of Virginia's most exemplary teachers:</p> <p><i>Forum participants repeatedly characterized current mentoring programs in most school divisions as "buddy systems." To change this, mentors must be trained using a consistent model. "Training must be standardized to give it the fairness factor." "It has to be statewide, professional -- not the buddy system." Mentors should be carefully selected based on their knowledge, skills, and training -- not politics -- and they need to be accountable. Effective mentoring programs require structure and goals for each mentoring sessions. . .</i></p> <p>Virginia has adopted three mentoring models that meet these criteria– Pathwise, Santa Cruz, and Fairfax’s New Beginnings. Therefore, the current proposal allowing teachers to complete a local teacher training program to be eligible for the mentor teacher designation is in direct conflict with both the recommendation of the state’s most exemplary teachers and the Virginia Department of Education's own efforts to promote three high-quality mentoring programs.</p> <p>I hope that the Board’s response to my remarks will not be to abandon the mentor teacher and teacher as leader designation. Accomplished teachers throughout the commonwealth want and need this kind of recognition. However, they also want and need assurances that there will be uniformity and consistency in how teachers earn these designations.</p>
12/15/2006	Vincent Indelicato		<p>With regards to 8VAC20-22-60, I believe that having additional designations on the teaching licenses for “Career Paths to Teaching” is an excellent idea. This will give teachers who already hold a Postgraduate Professional License who do not wish to add additional endorsements something to work towards in their professional development. I believe that the categories were well thought out and will be well received by current teachers.</p>
12/15/2006	Dale Sander  Marceline R. Catlett  Elaine A. Garner	Superintendent  Assistant Superintendent for Instruction and Personnel  Supervisor of Personnel Services  Fredericksburg City Public Schools	<p>8VAC20-22-60. <b><u>Career Paths that reflect stages in the professional development of teachers.</u></b></p> <p>We again concur with the thoughts of the VASPA president that while the proposed career paths to teaching is a wonderful additional means of progression in the teaching profession but without adequate state funding this would create another means of inequity between school divisions.</p>

Date	Name	Title and Organization	Career Paths to Teaching
3/7/2005	Stephanie Dearing	Executive Director for Human Resources Rockingham County Public Schools	<p>It is my opinion, and seems to be that of many of my peers, that the establishment of a novice, career, mentor and lead teacher licensure system is not desirable. We have a system in place that designates the provisional, collegiate professional, and the post graduate professional. Many (most!) divisions currently compensate teachers for holding advanced degrees and the designation of National Board Certification.</p> <p>Inasmuch, the proposed change seems unnecessary. Additionally, it appears that these proposed additional designations would lead to confusion regarding individual division's use of and assignments of the teachers holding these various licenses. Each principal and other HR professional I have addressed this issue with has the same initial response: "Where is the money coming from to fund these new levels?" So, even though this is presented as a proposal to recognize professional accomplishments, it is perceived as another means of monetary reward. I believe the group of 50 HR directors/specialists who met with you in the first session on Friday March 4, 2005, clearly indicated that we see this format of licensure as problematic and do not see the need to move from the current designations.</p>

## Alternate Routes to Licensure

Date	Name	Title and Organization	Alternate Routes to Licensure
12/7/2006	Thomas E. Bartosh	Licensure Specialist Virginia Beach City Public Schools	<p>On behalf of Virginia Beach City Public Schools Department of Human Resources, the items presented below are provided as public comments to the <i>Regulations Governing the Licensure of School Personnel</i>. We ask that this information be presented to the Virginia Board of Education for its consideration before final action is taken on these regulations.</p> <p>We support the following proposed revisions: 8VAC20-22-90. Alternate routes to licensure. We strongly support the addition of the Experiential Learning methods to licensure. This will add significantly to the potential applicant pool.</p>
11/30/2006	Bob Wever	Coordinator of Middle and Secondary Science Frederick County Public Schools	<p>I have been reviewing the proposed changes to licensure regulations and I have a suggestion that I feel has merit. Currently a science teacher with a 7-12 endorsement in either Biology, Chemistry, Earth Science, or Physics may obtain an endorsement in another science discipline by completing a total of 18 semester hours (including specified courses) in that discipline. My recommendation is that this should be extended to teachers currently holding a middle school science endorsement as well.</p> <p>Those teachers are highly qualified professionals who have successfully completed at least 21 semester hours in science with at least one course from each of the core areas. Some would like the opportunity to teach at the high school level, but have difficulty in completing the 32 semester hours in Physics, Chemistry, Biology, or Earth Science required for endorsement. I see no real difference in an Earth Science teacher qualifying to teach Physics by taking an additional 18 hours in that discipline, than in a middle school science endorsed teacher doing so. Teachers holding the middle school science endorsement have a breadth of science knowledge and at least 21 semester hours in English, Math, or Social Studies which would allow them to make interdisciplinary connections in their high school, science classroom.</p> <p>I do not believe that quality of instruction would suffer if this proposal is accepted and I thank you for considering it.</p>
12/14/2006	Dr. Brenda G. Gilman	President, Virginia Association of Colleges of Teacher Educators (VACTE)	<p>On behalf of the collective membership of the Virginia Association of Colleges for Teacher Education (VACTE), which represents the 37 teacher preparation programs in colleges and universities in the state, I take this opportunity to respond the proposed changes to the <i>Regulations Governing the Review and Approval of Education Programs in Virginia</i> and to the <i>Licensure Regulations for School Personnel</i>. As education professionals who are deeply committed to high quality teacher preparation, we have followed and discussed the effect these proposed changes will have on the preparation of future educators in our programs across the commonwealth. The following comments are offered:</p> <p style="padding-left: 40px;">2.) To maintain a high quality teaching force in Virginia, we strongly believe that all candidates entering the teaching profession, should be held to the <b>same standards no matter the route to licensure</b>. Current research (Darling-Hammond, et. al.) data indicate that those who come through alternative</p>

Date	Name	Title and Organization	Alternate Routes to Licensure
			<p>routes do not remain in teaching as long those out traditional programs. Standard accountability for teacher candidates will strengthen and retain our teaching force.</p>
12/5/2006	Dr. Donna H. Watson	Director of Teacher Education Bluefield College	<p>I have the opportunity to work with students at the college level who seek a teaching license in Virginia through a traditional program of majoring in an endorsement area, taking professional education courses, and participating in field experiences, to obtain a license. These students are assessed in a number of ways: through course work, through written application, through portfolios, class presentations, and projects, and finally, through a semester of student teaching. In addition, the students who seek a secondary license must have taken and passed three assessments: Praxis I, Praxis II, in their content area, and the Virginia Communications and Literacy Assessment. Students seeking a license to teach elementary school must take all of these tests, in addition to the Virginia Reading Assessment.</p> <p>What concerns me is the perception that alternate routes to obtaining a license are just as valid as the traditional route, and because they have fewer demands, students [sic] that avenue as more desirable. I had a student in my office today asking about Praxis II in Physical Education and Health. He dropped out of the Teacher Education pathway and had been advised by a teacher in the public school system to bypass the traditional program and pursue an alternate license by getting hired in a public school system and passing Praxis II.</p> <p>The traditional route to licensure through colleges and universities is much more accountable in terms of quality of the program and the individuals who obtain a license through it. The colleges and university programs have more requirements than do alternate programs such as Career Switcher programs or situations where individuals are hired and licensed through a school system.</p> <p>I am not advocating fewer requirements for traditional programs, but I am strongly in favor of the same high standards that are required of the traditional program to be implemented for all alternate routes.</p>
12/14/2006	Dr. Susan Magliaro	President Association of Teacher Educators in Virginia	<p>Both Program Approval and Licensure Regulations reinforce a two-tiered system in teacher education: one route through the IHEs and approved programs, and the second route through alternative licensure and professional licensure routes. Test requirements, field experience requirements, depth and breadth of preparation curricula (to name a few) are elements of the routes that are clearly different.</p> <p>Virginia's goal to have only highly qualified teachers in the classroom is compromised by the open alternate route that reinforces the notion that learning to teach is not a complex process. ATE-VA is strongly in favor of a "level-playing field" for all routes into teacher licensure, especially with accountability measures that easily can be used to compare across IHEs without attention to program quality. Current data indicate that teacher attrition is greater for those who complete preparation through an alternative route (Darling-Hammond, NCTAF). Virginia cannot afford to compromise the quality of its personnel who teach the future of the Commonwealth – our children.</p>

<b>Date</b>	<b>Name</b>	<b>Title and Organization</b>	<b>Alternate Routes to Licensure</b>
9/20/2005	Sandra B. Cohen	Director, Teacher Education, Curry School of Education, UVA	8VAC20-22-90 Alternate Routes to Licensure: We would like to see a recommendation that school divisions and other approved programs must partner with an IHE in order to be approved as a certified provider... We are concerned about the proposal that experience can be substituted in place of course work for alternative licensure by criteria specified by BOE...
12/14/2006	Dr. Brenda G. Gilman	President, VACTE	To maintain a high quality teaching force in Virginia, we strongly believe that all candidates entering the teaching profession should be held to the <b>same standards no matter the route to licensure</b> . Current research (Darling-Hammond, et. al.) data indicate that those who come through alternative routes do not remain in teaching as long those out traditional programs. Standard accountability for teacher candidates will strengthen and retain our teaching force.

## Changes in Health and PE Endorsement

Date	Name	Title and Organization	Changes in Health and PE Endorsement
12/7/2006	Thomas E. Bartosh	Licensure Specialist Virginia Beach City Public Schools	<p>On behalf of Virginia Beach City Public Schools Department of Human Resources, the items presented below are provided as public comments to the <i>Regulations Governing the Licensure of School Personnel</i>. We ask that this information be presented to the Virginia Board of Education for its consideration before final action is taken on these regulations.</p> <p>We support the following proposed revisions: 8VAC20-22-130 through 500. Overall, we support the content course requirements, professional studies, and name revisions. However, under the Health and PE endorsement (paragraph 370), we feel that the change in hours could lead to confusion. The change in anatomy, physiology, and kinesiology hours from 12 hours to 9-12 hours and the change in electives from 6 hours to 3-6 hours is inconsistent with the overall format used in the other endorsements. We recommend the change to be 9 hours and 3 hours respectively.</p>

## Changes in Special Education Endorsements

<b>Date</b>	<b>Name</b>	<b>Title and Organization</b>	<b>Changes in Special Education Endorsements</b>
12/7/2006	Thomas E. Bartosh	Licensure Specialist Virginia Beach City Public Schools	<p>On behalf of Virginia Beach City Public Schools Department of Human Resources, the items presented below are provided as public comments to the <i>Regulations Governing the Licensure of School Personnel</i>. We ask that this information be presented to the Virginia Board of Education for its consideration before final action is taken on these regulations.</p> <p>We support the following proposed revisions: 8VAC250-22-520 and 530. Special Education Adaptive and General. We support these combined endorsements. We feel this will eliminate confusion when considering out-of-state applicants with general special education endorsements and reduce the requirements to re-evaluate current teachers who change positions.</p>
12/15/2006	Dr. Leigh Butler	Old Dominion University	<p><b>8 VAC 20-542-470 – Special Education – special education general curriculum K-12</b></p> <p>Changing the special education program into a “general education curriculum” and an “adapted curriculum” is the Virginia Department of Education’s effort to push inclusion. Teachers will choose to stay away from the profession without the option to work with students that they believe they will be the most successful. When teachers had the choice to specialize they had an idea what type of students they would be working with and to learn unique strategies for the population. With this new category, teachers can end up working with all types of students which they may not be prepared.</p>
12/15/2006	Vince Indelicato		<p>With regards to 8VAC250-22-520 and 8VAC250-22-530, I am in favor of changing the special education endorsements from the current laundry list of disabilities and impairments to the much broader categories of adapted curriculum and general curriculum. This change not only makes sense from a licensure standpoint, since for most special education endorsements the only differences between them are the characteristics and methods classes, but from a practical one as well, since, except in the largest divisions in the state, many special education classrooms serve a mixture of students in the same classroom. This change would allow a special education teacher with the new endorsement to teach all of the relevant students without having to add multiple special education endorsements to them, as is currently the case.</p>
10/19/2006		State Special Education Advisory Committee (SSEAC)	<p>The SSEAC recommends that the license of teachers of students with disabilities accessing the general curriculum be divided into elementary (K-6) and middle/secondary and that coursework be included in each license to meet the grade level content skill and knowledge requirements.</p> <p>The SSEAC endorses the concept of an add-on endorsement for teachers already licensed as elementary teachers or content teachers provided that the add-on endorsement is either at the elementary or middle/secondary level.</p> <p>The SSEAC recommends that wording on the proposed endorsement for “teachers of</p>

Date	Name	Title and Organization	Changes in Special Education Endorsements
			<p>children with disabilities in the adapted curriculum” change the word “adapted” to the word “aligned” to match state assessment terminology.</p> <p>The SSEAC recommends that a requirement of competence in “orientation and mobility” be added to the VI teacher endorsement.</p> <p>The SSEAC recommends that all general education teacher licensure programs require competency in characteristics, legal issues, and instructional strategies for children with disabilities.</p>
11/27/2006	Ann Maydosz	Adjunct Faculty Program Coordinator The Commonwealth Special Education Endorsement Programs: Alternative Licensure Through Distance Education (CSEEP) Old Dominion University	<p>The CSEEP Advisory Board supports the availability of a 15 hour program to add the special education-general curriculum endorsement for a teacher already endorsed in elementary education.</p> <p>Regarding the proposed endorsement in special education- adapted curriculum, the CSEEP Advisory Board felt the work “aligned” should be substituted for “adapted.”</p> <p>The CSEEO Advisory Board recommends a required number of hours (6) of special education for general educators.</p>
12/5/2006		Department of Education Marymount University	<p><u>Section 8 VAC 20-542-460: Special Education – special education adapted curriculum K-12 and Section 8 VAC 20-542-470: Special Education – special education general curriculum K-12</u> include information outlining the requirements for Assessment and Management of Instruction and Behavior. This portion does not include specific Virginia assessments, which special education teacher candidates need to understand. Therefore, the Assessment and Management of Instruction and Behavior portion should include an understanding and application of Virginia assessments and alternate assessments include the Standards of Learning (SOL) Assessments, the Virginia Grade Level Alternative (VGLA), the Virginia Substitute Evaluation Program (VSEP), and the Virginia Alternate Assessment Program (VAAP).</p>
12/6/2006	Dr. Alice M. Farling	Assistant Superintendent Fairfax County Public Schools	<p>The purpose of this letter is to provide a response to the proposed revisions to Licensure Regulations for School Personnel. Fairfax County Public Schools (FCPS), Office of Special Education, presents the following public comment highlighting the prospective changes to licensure specifications for special education teachers in Virginia.</p> <p>FCPS supports the proposed changes for noncategorical licensure for special education teachers. In an effort to provide students with disabilities greater access to an expanded continuum of educational services, FCPS endorses the change of state licensure for special education teachers from a categorical approach to one encompassing two broader endorsements in special education: special education – adapted curriculum and special education – general education curriculum.</p> <p>The noncategorical licensure focuses on greater instructional support for students that maximize teacher resources for benefit to all students. Currently, FCPS</p>

Date	Name	Title and Organization	Changes in Special Education Endorsements
			<p>provides categorical special education services as prescribed by the Virginia Department of Education Special Education Program Standards. The current categorical framework suggests that the needs of students in each category of disability differ dramatically, and that teaching strategies and skills are unique to each disability. Yet, individual student needs are broad and complex and are often difficult to address within the parameters of narrowly defined categories.</p> <p>By structuring state licensure for special education teachers to encompass two broader endorsements in special education, it will allow educators to expand their thinking to freely evaluate the needs of students in terms of individual strengths, developmental levels, and learning styles. The proposed licensure for special education teachers will provide a broader knowledge base for special education teachers and provide instructional strategies that are effective for many groups of learners. In addition, the proposed licensure will provide greater flexibility for staffing needs within individual school districts. It is the belief of FCPS that these changes will promote staff expertise to benefit all students with disabilities.</p>
12/1/2006	Dr. Pamela Hudon Baker  Dr. Michael E. Behrmann  Dr. Frederick Brigham  Dr. M. Susan Burns  Dr. Judith Fontana  Amie Fulcher, M. Ed.  Dr. Joseph C. Gagnon  Dr. Mark B. Goor  Dr. Lori Jackman  Marci Kinas-Jerome, M. Ed.  Dr. Margaret King-Sears	Assistant Professor of Education  Professor of Special Education  Associate Professor of Education  Associate Professor of Education  Assistant Professor  Special Education Advisor  Assistant Professor of Education  Professor of Education  Assistant Professor of Education  Instructor  Professor of Education	<p>The faculty of the special education teacher education programs commends the Commonwealth of Virginia for the proposed changes to teacher licensure in the state. We are focusing our comments on issues related to children with special needs.</p> <p>The faculty of George Mason University supports the following changes to the proposed licensure requirements.</p> <ul style="list-style-type: none"> <li>• Consistent with the proposed changes, we endorse the proposal to move the Masters Level SLP to Pupil Personnel and the proposal to include in the state licensure endorsement, the Speech/Language Assistant (<i>provided that they are supervised by a masters level SLP</i>)</li> <li>• These faculty of George Mason University recommend that coursework is included in each license to meet the grade level highly qualified content skill and knowledge requirements (at least one content area at middle and secondary).</li> <li>• These faculty of George Mason University endorse the proposal that for the purposes of Provisional Licensure, all state required tests must be passed during the first year of licensure.</li> <li>• These faculty of George Mason University recommend that wording on the proposed endorsement for “teachers of children with disabilities in an adapted curriculum” change the word “adapted” to the word “aligned” to match state assessment terminology.</li> <li>• These faculty of George Mason University support a requirement of competence in “orientation and mobility” be added to the VI teacher endorsement.</li> <li>• These faculty of George Mason University recommend that all general education teacher licensure programs require competency in characteristics, legal issues and instructional strategies for children with disabilities.</li> </ul>

Date	Name	Title and Organization	Changes in Special Education Endorsements
	Dr. Margo A. Mastropieri  Dr. Nikki Miller  Dr. Jane A. Razeghi Carmen Rioux-Bailey, Ed.S.  Dr. Thomas E. Scruggs  Terry Werner, J.D.	Professor of Education  Professor of Education  Associate Professor of Education Instructor  Professor of Education  Director of Special Education Outreach Programs  George Mason University	<ul style="list-style-type: none"> <li>These faculty of George Mason University recommend that the Praxis I be dropped as a requirement for entry into initial licensure programs. We currently do not use these scores to admit students to our academic programs, only the teacher licensure programs. It is a financial and administrative burden to students and to the universities. All other required licensure tests should remain in effect.</li> </ul>
Undated	Mary Jo S. Howarth	Special Education Teacher	As a special education teacher, I am in favor of changing the special education endorsement from LD, ED, MR to special education – adapted curriculum and special education – general curriculum. This will allow special education teachers the flexibility to teach a variety of students, especially co-teaching in the general education classroom. This will allow them to impact a larger student population and improve the quality of education for all students.
12/5/2006	Dr. Mike Behrmann	Professor of Special Education at George Mason University	Suggested secondary/middle/elementary levels for special educators Ideas consistent with NCLB Supported the idea of add-on in special education as the appropriate levels
11/1/2005	Ed Polloway	Lynchburg College	<p>Concerns regarding regulations:</p> <ol style="list-style-type: none"> <li>1. Conditional License: If a determination is made to retain the conditional/provisional license in special education, I recommend that consideration be given to a six hour requirement that incorporates the current emphasis on legal aspects and characteristics but also includes an additional emphasis on instructional methodology...It may, in part, address the issue of individuals who simply take one course as a way to obtain a position and then do not proceed to complete requirements.</li> <li>2. New endorsements: As you moved toward the new proposed endorsements that are non-categorical, I would suggest the following: <ul style="list-style-type: none"> <li>Provide guidance both to current teachers and to institutions of higher education as to how the current high incidence/mild disability endorsements can be transferred over to a new special education general curriculum endorsement with appropriate training/coursework.</li> </ul> </li> </ol> <p>I support the new requirements for highly qualified (I support what I believe is your decision to allow those teachers who have one</p>
12/15/2006	Larry E. Shobe	Executive Director of Human Resources	<b>bVAC20-22-50 Types of Licenses</b> – Incorporating the special education license under the provisional license. <b>8VAC20-22-520 Special education – adapted curriculum K-12 and</b>

<b>Date</b>	<b>Name</b>	<b>Title and Organization</b>	<b>Changes in Special Education Endorsements</b>
	John Linaburg	Assistant Director of Human Resources	<b>8VAC20-22-530 Special education – general curriculum K-12</b> <b>8VAC20-22-540 Special education- speech language pathology assistant prek-12</b>
	Katherine Funkhouser	Licensure Analyst	We support these changes.

## Changes in Licensure Renewal

<b>Date</b>	<b>Name</b>	<b>Title and Organization</b>	<b>Changes in Licensure Renewal</b>
Undated	James R. Amaral	President, District 9 Virginia Education Association	<p>Currently, Licensure Code 8VAC20-22-<b>110</b> requires the accrual of 180 professional-development points within five year periods. Ever since I started teaching, I consistently exceeded the required number of points, usually doubling, tripling, and even quadrupling the needed 180. I am far from being alone in this accomplishment. As does VEA, I urge the Board of Education to begin allowing excess license renewal points form [SIC] ne five year cycle to be rolled over into the next five year renewal cycle. I make this request not to enable teachers like myself who continually exceed the required renewal points each five years to stop engaging in professional development activities, but to allow them time to increase and enhance their pedagogic knowledge in ways that are no longer accepted for licensure renewal due to a change in the definition of “Highly Qualified” under No Child Left Behind regulations.</p> <p>Two summers ago, I spent six weeks in Japan learning first-hand how Japanese educators teach. Similarly, I regularly try to observe exemplary colleagues in the U.S. to study their teaching methods. From these experiences I have learned much that has enhanced my teaching ability yet I and the rest of Virginia’s teachers may no longer count educational travel nor peer observation for recertification credit. The time and money that we must use in achieving 180 points using other recertification options every five years inhibits our ability to utilize these two other valid methods of professional development. By allowing teachers to apply excess renewal points from one cycle to the next, teachers will still be able to devote their time and limited financial resources to improve their teaching abilities via peer observation and educational travel.</p>
12/15/2006	Larry E. Shobe  John Linaburg  Katherine Funkhouser	Executive Director of Human Resources  Assistant Director of Human Resources  Licensure Analyst	<b>8VAC20-22-110 Requirements for renewing a license</b> Changing the 10 renewal options to 8 would pose no problem as most individuals do not use peer observation or educational travel.
11/30/2006	Beverly Baker	Compliance Officer Prince William County Public Schools	8VAC20-22-110. Requirements for renewing a license. (Page 15) We support removing Peer Observation and Education Travel from the list of options to renew a license.
12/4/2006	Barbara Warren Jones	President – Tidewater Association of School Personnel Administrators – Region II	On behalf of the Region II Tidewater Association of School Personnel (TASPA) membership, we present the following comments and concerns highlighting the prospective changes to licensure specifications and the serious impact that they will have on Virginia’s Region II school divisions if implemented. We support moving from ten to eight categories for recertification points. This will not pose any problems.

9/19/2006	Shawn Finerty  Debra Reader	Licensure Coordinator Fairfax County Public Schools  Director, Employment Services Fairfax County Public Schools On behalf of the Region IV Human Resources Directors	<b>We support:</b>  <b>Moving from 10 to 8 categories for recertification points.</b> This will not pose any problems.
-----------	-----------------------------------	---	--

## International Educator's License

Date	Name	Title and Organization	International Educator's License
12/11/2006	Dr. Edgar B. Hatrick	Superintendent Loudoun County Public Schools	<p>On behalf of Loudoun County Public Schools, I am writing to support the proposed change to the <u>Regulations Governing the Licensure of School Personnel</u> regarding the International Educator License as found in 8 VAC 20-22-50 No. 8.</p> <p>We have been hosting international exchange teachers for several years. At this time, approximately 90 exchange teachers are bringing diversity, culture and languages into our classrooms. The International Educator License will serve our school district, and others, by defining that there is a specific license for international exchange educators. The license is clear as to who qualifies for this license and the professional requirements the person must meet to receive this license.</p> <p>The license also sets standards for these teachers. Proficiency in written and spoken English is required. The teachers must demonstrate competence in the appropriate academic subject areas and hold the US equivalent of a baccalaureate degree or higher. The teachers must hold teaching credentials in their home country and be a veteran educator. These requirements ensure that these teachers are well-qualified to be part of our educator staff.</p> <p>International exchange teachers are part of a program that is directed by the US Department of State. This proposed license will align with the teaching requirement portion of federal regulations (22CFR 62.24) that govern teacher exchange programs which allows for consistency at the federal and state levels.</p> <p>Loudoun County Public Schools appreciates the opportunity to go on record in support of the proposal to establish an International Educator License for international exchange teachers.</p>
11/28/2006	Mary Donny	Director of Government Relations Visiting International Faculty Program	<p>I am writing to respectfully request that international exchange teachers seeking the International Educator License be added to the proposed revisions to the <u>Regulations Governing the Licensure of School Personnel</u> as found in 8VAC20-22-40B. Per earlier discussions and agreements with the Virginia Department of Education, we would appreciate the continuation of the current policy of exempting international exchange teachers from professional teacher assessments. These teachers come on an exchange program regulated by the U.S. Department of State. The program promotes the interchange of American and foreign teachers in school and enhances mutual understanding.</p> <p>Under the Code of Federal Regulations 22§62.64, these educators must meet strict criteria in order to participate as an exchange teacher. They must meet all the qualifications for teaching in primary or secondary schools in their country of nationality. The educators are required to have teaching experience. In addition, the exchange teachers must meet the teaching standards of the state in which they will be teaching. As an exchange teacher participant, the teachers are in the United States on a limited and temporary basis. Their J exchange visitor visa only permits a stay of 3 years or less as they are here to absorb US teaching practices, culture and customs and then are to return home and share this knowledge with their colleagues</p>

Date	Name	Title and Organization	International Educator's License
11/28/2006	David B. Young	Chief Executive Officer Visiting International Faculty Program	<p>and students.</p> <p>I am writing on behalf of the Visiting International Faculty Program regarding the proposed change to the <u>Regulations Governing the Licensure of School Personnel</u> as recently announced. We support the creation of the International Educator License as found in 8 VAC 20-22-50 No. 8.</p> <p>As the largest K-12 exchange teacher program in the United States, we are pleased to work with the State of Virginia and its school districts to host teachers from over 50 countries. The International Educator License will serve school districts by making clear what license is appropriate for cultural exchange teachers. The license outlines how a person qualifies for this license and the professional requirements the person must meet to receive this license.</p> <p>The license also ensures the students of these teachers will have a teacher who is proficient in written and spoken English; demonstrate competence in the appropriate academic subject areas; hold the U.S. equivalent of a baccalaureate degree or higher; and hold US or foreign educator credentials and have at least one year successful teaching experience. The requirements are quite similar to those for domestic-born teachers in Virginia.</p> <p>The requirements, as established in this new license, align with the federal regulations (22 CFR 62.24) that govern teacher exchange programs. This helps to ensure that there are clear parameters in place both at the federal and state levels. To that end, by limiting the use of this license to a time period not to exceed three consecutive years, the state helps ensure compliance with the U.S. Department of State's requirement that the teacher fulfill the exchange by returning to their home country and sharing the experiences they had in the US with their students and colleagues.</p>
12/12/2006	Dr. Philip L. Worrell	Superintendent Greensville County Public Schools	<p>I am writing on behalf of the Greensville County Public Schools to support the proposed change to the <u>Regulations Governing the Licensure of School Personnel</u> regarding the International Educator License as found in 8 VAC 20-22-50 No. 8.</p> <p>We have been a participant in an exchange program for several years. In fact, this year, we currently have two international exchange teachers from around the world in our schools. The International Educator License will help our school district in understanding that there is a specific path for licensure for our exchange educators. We appreciate that the license sets forth the qualifications needed by an exchange teacher to obtain the license.</p> <p>The license matches the federal standards that are required by the U.S. Department of State regulations (22 CFR 62.24). For instance, the teachers must be proficient in written and spoken English. They must demonstrate competence in the appropriate academic subject areas and hold the US equivalent of a baccalaureate degree or higher. The teachers must be trained educator [sic] in their home country and have</p>

Date	Name	Title and Organization	International Educator's License
			<p>teaching experience. These requirements ensure that these teachers are qualified to serve as educators in Greenville County's classrooms.</p> <p>Greenville County Schools supports the creation of this International Educator License and requests its approval by the State Board of Education.</p>

## Mathematics Specialist

Date	Name	Title and Organization	Mathematics Specialist
12/12/2006	Susan Birnie	President Virginia Council of Mathematics Supervision	<p>As the current president of the Virginia Council of Supervision of Mathematics, I am writing to express support for the proposed endorsement of the Mathematics Specialist for Elementary and Middle Education.</p> <p>Professional development is essential to assure that students receive mathematics instruction from teachers who have a deep understanding of the content. Many teachers are not prepared for the challenge of educating all students to high levels. The traditional workshops, conferences, and courses do not provide the on-going math content support that teachers need to improve teaching and learning in a substantial way.</p> <p>Well prepared Mathematics Specialists as coaches provide ongoing, imbedded support to teachers and principals to improve classroom instruction. The coaches work side by side with teachers, observe their work and offer models of effective practice. They provide resources to help teachers meet the challenge of teaching diverse learners. They collaborate with all teachers through co-planning and co-teaching to facilitate the use of successful and research-based instructional strategies. To meet the demands of data driven instruction, Mathematics Specialists work closely with building principals to assist with the examination of a school wide improvement plan based on division and state standards.</p> <p>Coaching helps educators make informed decisions about instruction that will lead teachers to teach in ways that help students make sense of the mathematics and gain a deep understanding of the subject matter. Through posing questions and challenging students' thinking, the Mathematics Specialist sets the stage for teachers to engage students in experiencing, creating, and solving problems. The collegial relationship between the Mathematics Specialist and the classroom teacher focuses on the concrete task of teaching, assessment, and reflection of practice.</p> <p>The bar continues to be raised in terms of what students are expected to know and be able to do. The SOLs ask first grade students to master objectives in algebra and probability. The typical classroom teacher is trained as a generalist and until just recently that was enough. Today's elementary classroom teacher needs to understand the concepts behind the algorithms and students' mathematical thinking. They need to know how to offer intervention for the struggling student and how to enrich the curriculum for those children who are ready for more challenging work. Teachers need to have a wealth of instructional strategies at their finger tips and access to mathematical expertise on a daily basis.</p> <p>In a recent National Council of Teachers of Mathematics newsletter, Past President Cathy Seeley talks about how to be the best mathematics teacher you can be. She says, "The better you know mathematics, the better you can recognize where your</p>

Date	Name	Title and Organization	Mathematics Specialist
			<p>students are headed when they explain their thinking. The better you know mathematics, the better you'll be at coming up with questions to push your students' thinking and deepen their understanding. And the better you know mathematics, the better you'll be at making sound professional decisions about programs and practices. But to be an effective teacher, knowledge of mathematics also has to be grounded in knowledge of how to teach mathematics—some call this mathematical pedagogy. Only when you know how mathematical ideas develop, how students acquire mathematical knowledge, and what elements of instruction help foster this knowledge will you be fully able to apply your mathematical knowledge to support student learning.” The Mathematics Specialists are the key to enable every K-8 teacher to become not only effective, but masterful teachers of mathematics.</p> <p>Virginia is leading the nation in educating and planning for Mathematics Specialists. An increasing number of school systems in the state, including Alexandria, Arlington, Spotsylvania, Stafford, Hopewell, Norfolk, Culpeper, Roanoke, and Hanover are utilizing well prepared Mathematics Specialists with great success to improve students' learning and understanding of mathematics. . The Virginia mathematics supervisors look forward to the endorsement of the Mathematics Specialists and in continued collaboration with the Virginia Mathematics and Science Coalition and Virginia's Institutes of Higher Education to expand preparation programs for mathematics specialist in order to increase the numbers of teachers who are well prepared to take on these roles as school divisions continue to add mathematics specialists.</p>
12/15/2006	Julia H. Cothron	President, Virginia Mathematics and Science Coalition	<p>The Virginia Mathematics &amp; Science Coalition (VMSC) is an alliance of education, corporate, and public policy leaders working together to improve mathematics and science education in Virginia throughout all grade levels. Our members include those, such as George Mason University, with direct responsibility in the preparation of pre-service teachers; other members, such as the Virginia Science Education Leadership Association, consist of individuals that provide leadership within school divisions and support the professional development of in-service teachers. One of the great strengths of the Coalition is the variety of perspectives and competencies that we can apply toward our mission.</p> <p>The Coalition has reviewed the Proposed Revisions to the Regulations Governing the Licensure of School Personnel (8 VAC 20-22-10 et seq.) posted on the Virginia Department of Education's Web site. The Coalition greatly appreciates the inclusion of the K-8 Mathematics Specialist Endorsement in the proposed regulations – a project upon which we have spent many hours. We are encouraged to hear that the school divisions that have utilized mathematics specialists have noted positive impacts on both teacher professional growth as well as the resulting positive impact on student achievement.</p>
12/5/2006	Julia H. Cothron	President, Virginia Mathematics and Science Coalition	<p>On behalf of the Virginia Mathematics and Science Coalitions (VCSC), we thank you for your ongoing support of a mathematics specialist endorsement, as contained in the proposed <i>Regulations Governing the Licensure of School Personnel</i> and</p>

Date	Name	Title and Organization	Mathematics Specialist
			<p data-bbox="997 133 1915 159"><i>Regulations Governing the Review and Approval of Education Programs in Virginia.</i></p> <p data-bbox="997 191 1915 431">Coalition members firmly believe that this endorsement is critical to the ability of our K-8 mathematics teachers to provide instruction that will advance math achievement in the Commonwealth's schools. This is especially important as schools and students are under increasing pressure to meet higher achievement benchmarks for mathematics. Properly prepared and experienced mathematics specialists will help improve student achievement in math by enhancing the instructional capabilities and content knowledge of elementary and middle school teachers.</p> <p data-bbox="997 464 1915 522">Thank you for your thoughtful consideration of the proposed regulations and your continuing efforts to provide quality public education in Virginia.</p>

## Changes in Earth Science Endorsement

Date	Name	Title and Organization	Changes in Earth Science Endorsement
12/15/2006	Dr. Julia H. Cothron	Director, Virginia Earth Science Collaborative Executive Director, Mathematics and Science Center	<p>During the last two years, I have led the development and implementation of a Math-Science Partnership Grant entitled “Virginia Earth Science Collaborative: Developing Highly Qualified Teachers.” The Collaborative consists of nine institutes of higher education and non-profits and more than sixty participating school divisions. The Collaborative has developed a series of courses to enable teachers to obtain the Add-On Earth Science Endorsement (18 hrs) or to begin work on the full endorsement (32 hrs). During the first eighteen month, the Collaborative trained 379 teachers in 25 sections across the Commonwealth. Information on the Collaborative is available at <a href="http://VirginiaEarthScience.info">http://VirginiaEarthScience.info</a>.</p> <p>In reading the proposed changes in 8VAC20-22-480.Science – Earth science, it appears that an oversight occurred when the environmental science major was added:</p> <p style="padding-left: 40px;">2. <i>Completed a major in geology or environmental science with at least one course in each of the following: oceanography, meteorology and astronomy, or . . .</i></p> <p>As written, an environmental science major could obtain an endorsement without a course in geology.</p> <p>Given that the current Standards of Learning for Earth Science consist of approximately fifty percent geology, it is essential that an individual have a strong background in geology. For example, the sequence of courses developed by the Virginia Earth Science Collaborative consists of 2 geology, 1 oceanography, 1 astronomy and 1 meteorology course. To ensure that an environmental science major has the geology background to teach the Standards, it is recommended that the language be strengthened to include two geology courses. In addition, you may not be aware that James Madison University has recently implemented an Earth Science degree; with the current language this major may not be recognized.</p> <p>Because of the above, the Collaborative encourages you to modify the language, as stated below:</p> <p style="padding-left: 40px;">2. <i>Completed a major in geology, environmental science, or earth science with at least two courses in geology and one course in each of the following: oceanography, meteorology and astronomy , or . . .</i></p> <p>If you have any questions or would like to discuss this matter further, please contact me at (804) 343-6525</p>

## Early Childhood Education

Date	Name	Title and Organization	Early Childhood Education
12/15/2006	Mark Allen	Virginia Board of Education's National Association of State Boards of Education Early Childhood Grant Committee	<p>Thank you for all you do on behalf of young children. It is an honor to work with such dedicated professionals to help create classrooms where our children and grandchildren will feel safe and where teachers can focus on the whole child, and provide for developmental, emotional, social, and academic success. We all know that the quality of teacher training provided today will impact children for years to come.</p> <p>There is overwhelming research evidence that indicates that high quality teaching has the greatest impact on success for children. For the 30 percent of children at risk prior to kindergarten, responsive social and emotional support in the classroom mediates against all other risk factors and provides for increased development for children in every area. These include:</p> <ul style="list-style-type: none"> <li>• <i>Long lasting improvements in academic achievement;</i></li> <li>• <i>Higher early and lasting literacy rates;</i></li> <li>• <i>Increased high school graduation rates;</i></li> <li>• <i>Employment stability;</i></li> <li>• <i>Higher IQ;</i></li> <li>• <i>Greater cognitive development;</i></li> <li>• <i>Better outcomes for children with disabilities and less referral to special education overall;</i></li> <li>• <i>Less grade retention;</i></li> <li>• <i>Healthy relationships with adults and peers; and</i></li> <li>• <i>Increased prosocial skills including emotional and academic self regulation - the ability to focus attention, to follow directions, and to successfully negotiate social contexts.</i></li> </ul> <p>We know that academic skills for children are best gained through genuine, sensitive, caring relationships. Teachers have the power to help children believe in themselves and to turn them on to learning! We need to train teachers to create an atmosphere of trust where children are free to explore, create, investigate, learn, and discover - while staying emotionally connected to those around them. We want to ensure and life!</p> <p>Equipping teachers to create these positive classroom environments for preschool children is an important task. We know that stressful, punitive environments can increase physical and mental health problems, compromise children's immune systems, increase conduct problems, and incarceration rates. Making changes now to develop strong, capable preschool teachers is an investment that will pay off in long-term economic, social, and educational benefits.</p>

Date	Name	Title and Organization	Early Childhood Education
			<p>We respectfully make the recommendation that the board consider reforms to the existing document to include an <b>“Add-on Endorsement in Early Childhood for Three- and Four-Year-Olds”</b> which will effectively prepare teachers to provide for the unique social and educational needs of young children in the Commonwealth of Virginia.</p>
			<p><u>Recommendation: “Add-On Endorsement in Early Childhood for Three- and Four-Year-Olds”</u></p> <p>A. The program in early childhood education for three- and four-year-olds shall ensure that the candidate has demonstrated the following competencies:</p> <ol style="list-style-type: none"> <li>1. Understanding <b>child growth and development</b>, with a specific focus on three- and four-year-olds, including: <ol style="list-style-type: none"> <li>a. Knowledge of <b>characteristics and developmental needs</b> of three- and four-year-olds, including the ability to recognize indicators of atypical development, in the domains of social, emotional, cognitive, physical, and gross and fine motor development;</li> <li>b. Understanding of the multiple interacting influences on child development (biological and environmental), interconnectedness of developmental domains, the wide range of ages at which developmental skills are manifested, and the individual differences in behavioral styles; and</li> <li>c. Knowledge of child development within the context of family, culture, and society.</li> </ol> </li> <li>2. Understanding principles <b>of developmental practice</b>, with a focus on three- and four-year-olds, including practices that are: <ol style="list-style-type: none"> <li>a. Appropriate to the child's age and stage of development;</li> <li>b. Appropriate for children with a wide range of individual differences in abilities, interests, and behavioral styles; and</li> <li>c. Appropriate for the child's cultural background and experience.</li> </ol> </li> <li>3. Understanding <b>health, safety, and nutritional practices</b> that impact early learning including: <ol style="list-style-type: none"> <li>a. Practices and procedures that support health status conducive to optimal development (e.g., health assessment, prevention of the spread of communicable disease, oral hygiene, reduction of environmental hazards, injury prevention, emergency preparedness);</li> <li>b. Indicators of possible child abuse or neglect and the appropriate response if such indicators are observed;</li> <li>c. Nutritional and dietary practices that support healthy</li> </ol> </li> </ol>

Date	Name	Title and Organization	Early Childhood Education
			<p>growth and development while remaining sensitive to family preferences;</p> <ul style="list-style-type: none"> <li>d. Skills for communicating with families about health and dietary concerns;</li> <li>e. Community resources that support healthy living; and</li> <li>f. Practices that allow children to become independent and knowledgeable about healthy living;</li> </ul> <p>4. Understanding and application of formal and informal <b>assessment procedures</b> for documenting development and knowledge of how to use assessment to plan curriculum, including:</p> <ul style="list-style-type: none"> <li>a. Age and stage-appropriate methods for assessing and documenting development;</li> <li>b. Identifying and documenting children's interests, strengths and challenges; and</li> <li>c. Communicating with families to acquire and to share information relevant to assessment.</li> </ul> <p>5. Understanding effective strategies for facilitating positive reciprocal relationships with children for teachers, families and communities, including mutual respect, communication strategies, collaborative linkages among families, and community resources, and nurturing the capacity of family members to serve as advocates on behalf of children.</p> <p>6. Understanding strategies for planning, implementing, assessing, and modifying physical and psychological aspects of the <b>learning environment</b> to support physical, cognitive, and social, as well as emotional well-being in children with a broad range of developmental levels, special needs, individual interests, and cultural backgrounds, including the ability to:</p> <ul style="list-style-type: none"> <li>a. Utilize learning strategies that stimulate curiosity, and encourage participation in exploration and play;</li> <li>b. Provide curriculum experiences that facilitate learning goals in content areas and provide opportunities to acquire concepts and skills that are precursors to academic content taught in elementary school;</li> <li>c. Adapt tasks to the child's zone of proximal development;</li> <li>d. Nurture children's development through experiences, relationships and active engagement in play;</li> <li>e. Select materials/equipment, arrange physical space, and plan schedules/routines to stimulate and facilitate development; and</li> <li>f. Collaborate with families, colleagues, and members of the broader community to construct learning environments that</li> </ul>

Date	Name	Title and Organization	Early Childhood Education
			<p>promote a spirit of unity, respect, and service in the interest of the common good.</p> <ol style="list-style-type: none"> <li>7. Understanding strategies that create positive and nurturing relationships with each child based on respect, trust, calm approaches, respect for diversity and acceptance of individual differences in ability levels, temperament, and other characteristics, including the ability to:               <ol style="list-style-type: none"> <li>a. Emphasize the importance of supportive verbal and nonverbal communication;</li> <li>b. Establish classroom management practices that are respectful, meet children's emotional needs, clearly communicate expectations for appropriate behavior, promote prosocial behaviors, prevent or minimize behavioral problems through careful planning of the learning environment, teach conflict resolution strategies, and mitigate or redirect challenging behaviors; and</li> <li>c. Build positive, collaborative relationships with children's families with regard to behavioral guidance.</li> </ol> </li> </ol> <p>B. Endorsement requirements. The candidate must have:</p> <ol style="list-style-type: none"> <li>1. A Virginia teaching license with an endorsement in elementary education (i.e. prek-3 or prek-6);</li> <li>2. Completed 9 hours of graduate-level course work in early childhood education; and</li> <li>3. Completed a supervised practicum of at least 45 instructional hours in a preschool setting (three- and four-year-olds) in a public school, an accredited non-public school or another program approved by the Virginia Board of Education. One year of successful, full-time teaching experience in a public or accredited nonpublic school may be accepted in lieu of the practicum.</li> </ol>
			<p><b><u>PROPOSED</u></b></p> <p><b><u>8 VAC 20-542-80. Professional studies requirements for early/primary education, elementary education, and middle education.</u></b></p> <p><u>Professional studies requirements for early/primary education, elementary education, and middle education:</u></p>

Date	Name	Title and Organization	Early Childhood Education
			<p>1. Human growth and development (birth through adolescence). <u>Skills Professional studies</u> in this area shall contribute to an understanding of the physical, social, emotional, and intellectual development of children and the ability to use this understanding in guiding learning <u>experiences and relating meaningfully to children</u>. The interaction of children with individual differences -- economic, social, racial, ethnic, religious, physical, and mental -- should be incorporated to include skills contributing to an understanding of developmental disabilities and developmental issues related to but not limited to attention deficit disorders, gifted education including the use of multiple criteria to identify gifted students, substance abuse, child abuse, and family disruptions.</p> <p>2. Curriculum and instructional procedures.</p> <p>a. Early/primary education prek-3 or elementary education prek-6 curriculum and instructional procedures. <u>Skills Professional studies</u> in this area shall contribute to an understanding of the principles of learning; the application of skills in discipline-specific methodology; communication processes; selection and use of materials, including media and computers; <u>selection, development and use of appropriate curricula, methodologies, and materials that support and enhance student learning and reflect the research on unique, age-appropriate, and culturally relevant curriculum and pedagogy</u> and evaluation of pupil performance. The teaching methods, including for second language learners, gifted and talented students and those students with disabling conditions, shall be appropriate for the level of endorsement (prek-3 or prek-6) and be tailored to promote student academic progress and effective preparation for the Standards of Learning assessments. Study in methods of improving communication between schools and families, ways of increasing family involvement in student learning at home and in school and the Standards of Learning <u>and Foundation Blocks for Early Learning</u>, and demonstrated proficiency in the use of educational technology for instruction shall be included. Persons seeking initial licensure as teachers and persons seeking licensure renewal as teachers for the first time shall complete study in child abuse recognition and intervention in accordance with curriculum guidelines developed by the Board of Education in consultation with the Department of Social Services that are relevant to the specific teacher licensure routes. Pre-student teaching experiences (field experiences) should be evident within these skills.</p> <p>b. Early childhood educators will understand the role of families in child development and in relation to teaching educational skills. They</p>

Date	Name	Title and Organization	Early Childhood Education
			<p><u>will demonstrate knowledge and skills in communicating with families regarding the social and instructional needs of children.</u></p> <p><u>c. Early childhood educators will understand the role of the informal and play-mediated settings for promoting students' skills and development. They will show knowledge and skill in interacting in such situations to promote specific learning outcomes as reflected in Virginia's Foundation Blocks for Early Learning.</u></p> <p><u>d. Middle education 6-8 curriculum and instructional procedures. Skills in this area shall contribute to an understanding of the principles of learning; the application of skills in discipline-specific methodology; communication processes; selection and use of materials, including media and computers; and evaluation of pupil performance. The teaching methods, including for second language learners, gifted and talented students and students with disabling conditions, shall be appropriate for the middle education endorsement and be tailored to promote student academic progress and effective preparation for the Standards of Learning assessments. Study in methods of improving communication between schools and families, ways of increasing family involvement in student learning at home and in school, and the Standards of Learning shall be included. Demonstrated proficiency in the use of educational technology for instruction also shall be included. Persons seeking initial licensure as teachers and persons seeking licensure renewal as teachers for the first time shall complete study in child abuse recognition and intervention in accordance with curriculum guidelines developed by the Board of Education in consultation with the Department of Social Services that are relevant to the specific teacher licensure routes. Pre-student teaching experiences (field experiences) should be evident within these skills.</u></p> <p><u>e. Instructional Design Based on Assessment Data. <del>Skills</del> Professional studies in this area shall contribute to an understanding of the relationship among assessment, instruction and monitoring student progress to include student performance measures in grading practices, the ability to construct and interpret valid assessments using a variety of formats in order to measure student attainment of essential skills in a standards-based environment, and the ability to analyze assessment data to make decisions about how to improve instruction and student performance.</u></p> <p><u>f. Classroom Management. <del>Skills</del> Professional studies in this area shall contribute to an understanding and application of <u>classroom</u></u></p>

Date	Name	Title and Organization	Early Childhood Education
			<p><u>community building, management techniques and individual interventions, including techniques that promote emotional well-being and teach and maintain behavioral conduct and skills consistent with norms, standards, and rules of the educational environment. This area shall address diverse approaches based upon behavioral, cognitive, affective, social and ecological theory and practice. Approaches should support professionally appropriate practices that promote positive redirection of behavior, development of social skills, and of self discipline. The link between classroom management and students' ages will be understood and demonstrated in techniques used in the classroom.</u></p> <p><u>g. Reading.</u></p> <p><u>(1) Early/primary prek-3 and elementary education prek-6 -- language acquisition and reading. Skills listed for these endorsement areas represent the minimum competencies that a beginning teacher shall be able to demonstrate. These skills are not intended to limit the scope of a beginning teacher's program. Additional knowledge and skills that add to a beginning teacher's competencies to deliver instruction and improve student achievement should be included as part of a quality learning experience.</u></p> <p><u>Skills Professional studies in this area shall be designed to impart a thorough understanding of the complex nature of language acquisition and reading, to include: phonemic awareness, concept of print, phonics, fluency, vocabulary development, and comprehension strategies. Additional skills shall include proficiency in writing strategies, as well as the ability to foster appreciation of a variety of literature and independent reading.</u></p> <p><u>Knowledge of typical language development, components and sequence of literacy development, and the connection between language development and literacy is evident in coursework. Knowledge and skills in specific methods by which adults elicit and foster the components of language development are included.</u></p> <p><u>(2) Middle education -- language acquisition and reading in the content areas. Skills in this area shall be designed to impart an understanding of comprehension skills in all content areas, including a repertoire of questioning strategies, summarizing and retelling skills, and strategies in literal, interpretive, critical, and</u></p>

Date	Name	Title and Organization	Early Childhood Education
			<p><u>evaluative comprehension, as well as the ability to foster appreciation of a variety of literature and independent reading.</u></p> <p><u>3. Supervised classroom experience.</u></p> <p><u>The student teaching experience should provide for the prospective teacher to be in classrooms full time for a minimum of 500 clock hours (including pre- and post clinical experiences) with at least 300 clock hours spent supervised in direct teaching activities (providing direct instruction) at the level of endorsement. One year of successful full-time teaching experience in the endorsement area in any public school or accredited nonpublic school may be accepted in lieu of the supervised teaching experience. A fully licensed, experienced teacher shall be available in the school building to assist a beginning teacher employed through the alternate route.</u></p>
12/5/2006	Dr. Peggy S. Meszaros	Professor of Human Development Virginia Tech	<p>I am Peggy Meszaros, the William E. Lavery Professor of Human Development at Virginia Tech. I chair the undergraduate curriculum committee in the Department of Human Development, and I am speaking on behalf of Fred Piercy, Department Head. The Department of Human Development offers undergraduate and graduate degrees with specialization in Child and Adolescent Development and as well as [sic] outreach activities that serve citizens of the Commonwealth as part of the University's Land Grant mission. Faculty conduct research on a variety of topics ranging from child development, to family therapy and gerontology.</p> <p>As professional interest in the development of children and their families, we support regulatory changes that enhance the education and well-being of children and adults alike. On behalf of Virginia's youngest learners, we are encouraged by recent activity such [sic] the extension of the Virginia Foundation Blocks for Learning to include social and emotional development. Together with initiatives such as Smart Beginnings and the Start Strong council, this is truly an exciting time in the history of the Commonwealth.</p> <p>To further enhance Virginia's commitment to the education of young children, and to prepare a workforce aptly trained to meet the needs of young learners from birth to age five, we suggest that the Board develop regulations for licensure specifically designed for teachers who specialize in educating learners in the birth to five age range. Such a licensure would give much needed recognition to the complexity of skills required to facilitate optimal development in learners of this age. It could capitalize on new research that provides guidance for designing learning environments that emphasize the importance of human interactions, play-based learning/assessment techniques, and collaboration with families.</p> <p>If the Department of Human Development and its faculty can be of assistance in developing guidelines for birth-to-five licensure, we will be honored to serve.</p>
12/5/2006	Dr. Cosby Steele Rogers	Retired Professional Department of Human	Hello. My name is Cosby Rogers. I am a retired professor of early childhood education in the Department of Human Development at Virginia Tech. Currently, I

Date	Name	Title and Organization	Early Childhood Education
		Development Virginia Tech	<p>teach courses as an adjunct faculty member, and I am an early childhood consultant. I am also a member of the Virginia Association for Early Childhood Education, an organization that advocates high quality early education and teacher preparation.</p> <p>Recognizing the contribution of high-quality early learning experiences to preschool children, it is heartening to see steps being taken in Virginia to create structures and policies to implement high quality early childhood programs. Inherent in the process of change is the challenge of finding appropriate strategies for implementing a vision. The implementation of strong early childhood education programs requires personnel trained specifically to meet the complex needs of young learners. Hence, my comments are related to Proposed <i>Regulations Governing the Licensure of School Personnel</i> (8 VAC20-22-10 et seq.)</p> <ol style="list-style-type: none"> <li>1. <b><u>8 VAC20-22-10 et seq. Support of Changes Proposed by Early Childhood Professionals.</u></b> I fully support suggestions proposed by the Early Childhood Education subcommittee of the Board of Education and by additional editorial suggestions made by Early Childhood faculty at James Madison University (Copy Attached).</li> </ol> <p>The essence of the suggested changes is that they strengthen the pre-K focus in the licensure language and acknowledge the need for teachers to be prepared to implement standards specified in the <u>Virginia Foundation Blocks for Early Learning</u>. Additionally, the suggested language reflects the basic tenets of best practices endorsed by the learned societies in the field of early childhood education.</p> <ol style="list-style-type: none"> <li>2. <b><u>Birth-to-Five Licensure for Preschool Teachers.</u></b> I am suggesting that licensure for teachers who work with children from birth to age five be developed and implemented separately from the requirements for the current PreK-3 and PreK-6 licensure requirements. Moreover, based on results of research by Robert Pianta at the University of Virginia, I am recommending that such licensure include professional development that includes activities such as mentoring, coaching, and apprenticeship in addition to formal coursework.</li> </ol> <p><i>Rationale:</i></p> <ul style="list-style-type: none"> <li>• Education of children from birth to five requires specialized skills that are especially adapted to meet the social/emotional and physical needs of young learners while simultaneously stimulating cognitive growth. Learning occurs in the context of interactions with teachers who thoughtfully plan integrated activities that meet the needs of learners with diverse backgrounds, ability levels, and learning styles.</li> </ul>

Date	Name	Title and Organization	Early Childhood Education
			<ul style="list-style-type: none"> <li>While many skills used by elementary school teachers are applicable in early childhood education, early childhood practitioners must be particularly prepared to use integrated, holistic, play-based learning activities that challenge, stimulate, and facilitate development while guiding the development of prosocial behavior, creative expression, and positive dispositions toward learning. They need to be prepared to work with family members even more closely than do elementary school teachers.</li> <li>The National Association of State Boards of Education (NASBE) recently published the report from a study group on creating high-quality early learning environments. The document titled <i>Fulfilling the Promise of Preschool</i> (NASBE, 2006) stated:   <i>...significant progress in the overall quality of preschool programs will not occur until there are improvements in a range of issues related to teachers, including providing better pay, lowering turnover rates, improving preparation, and providing effective professional development</i> (NASBE, 2006, p.4).   While many teachers with PreK-3 and PreK-6 licenses are well prepared to meet the complex challenges of working with preschoolers, there is a vast amount of new knowledge about early childhood development and appropriate learning environments, including teacher-child interactions, that cannot adequately be taught in a traditional four-year undergraduate teacher preparation program. Hence, it seems reasonable to suggest that early childhood be given priority in preparing teachers who will work with children in the age range from birth to five.</li> <li>Teacher education programs in institutions of higher education may be accredited by the national Council for Accreditation of Teacher Education<sup>1</sup> by meeting the requirements for PreK-3 or for PreK-6.   For programs seeking Prek-3 accreditation, NCATE follows guidelines developed by the National Association for the Education of Young Children, a learned society that is recognized for promoting high quality education for children from birth to age</li> </ul>

<sup>1</sup> NCATE's constitution was last updated October 2005 and states its purpose as follows: To accredit education units in US organizations that prepare professional educators to staff school programs for children and youth **from birth** through grade 12(p.3). (NCATE, 2005, downloaded December 4, 2006 from [http://www.ncate.org/documents/boards/ncate\\_constitution.pdf](http://www.ncate.org/documents/boards/ncate_constitution.pdf))

Date	Name	Title and Organization	Early Childhood Education
			<p>eight.</p> <p>For programs seeking PreK-6 accreditation, NCATE follows guidelines developed by the Association for Childhood Education International. The ACEI guidelines make more frequent mention of the needs of elementary school students and less mention of the requirements of developmental practice as described by NAEYC.</p> <p>Teacher education programs may be accredited in both PreK-3 and PreK-6. However, such programs often require an additional fifth year or Master's degree. Such is the case for the PreK-6 accredited programs at James Madison University and Virginia Tech. James Madison continues to offer the PreK-3 certification program, but only at the undergraduate level.</p> <p>In the interest, of providing an adequate supply of teachers prepared to teach at the preschool level, it seems prudent to focus professional studies on the preschool years (birth to five) in order to prepare teachers in a four-year time span, perhaps involving articulation between two and four-year institutions.</p> <ul style="list-style-type: none"> <li>• The American Association of Colleges for Teacher Education (AACTE) (2004) listed several challenges to preparing high-quality early childhood teachers. The document titled <i>The Early Childhood Challenge: Preparing High-Quality Teachers For A Changing Society</i> (AACTE, 2004) lists the following challenge and proposed solution:</li> <li>• (sic)  <b>Challenge:</b> <i>Lack of a stand-alone professional certification for ECE teachers in many higher education institutions. ECE certification is often embedded in elementary teacher certification.</i></li> <li>• <b>Solution:</b> <i>Establish professional preparation and certification of ECE teachers that is distinct from elementary teacher certification.</i></li> <li>• The Foundation for Child Development (FCD) recently published a document titled <i>Ready to teach? Providing children with the teachers they deserve</i> (FCD 2006). Though the FCD report does not focus on birth to three, it does suggest that intensive clinical training is needed to adequately prepare early childhood educators, and that we need to bridge the gap between PreK and elementary education by recognizing the importance of intensive early</li> </ul>

Date	Name	Title and Organization	Early Childhood Education
			<p>childhood education.</p> <ul style="list-style-type: none"> <li>• Some states (e.g., Georgia, North Carolina) have teacher licensure regulations specifically for the birth to five age range, offering the opportunity to learn from their experience.</li> <li>• A birth-to-five licensure would be appropriate for professionals who teach in Head Start, the Virginia Preschool Initiative, and any other programs operated under the auspices of public schools in Virginia.</li> <li>• With the increased number of University Preschool Programs around the United States, the timing is right to put use what we know about early childhood teacher preparation to create a specific professional license for this field of practice which builds the foundation for all education that is to follow.</li> </ul>

# Board of Education Agenda Item

Item: \_\_\_\_\_ F. \_\_\_\_\_

Date: \_\_\_\_\_ March 29, 2007 \_\_\_\_\_

**Topic:** First Review of Proposed Schedule for the Adoption of History and Social Science Textbooks and Instructional Materials

**Presenter:** Dr. Linda Wallinger, Assistant Superintendent for Instruction

**Telephone Number:** 804-225-2034 **E-Mail Address:** [Linda.Wallinger@doe.virginia.gov](mailto:Linda.Wallinger@doe.virginia.gov)

**Origin:**

\_\_\_\_\_ Topic presented for information only (no board action required)

☒ Board review required by  
    ☒ State or federal law or regulation  
    \_\_\_\_\_ Board of Education regulation  
    \_\_\_\_\_ Other: \_\_\_\_\_

☒ Action requested at this meeting    \_\_\_\_\_ Action requested at future meeting: \_\_\_\_\_ (date)

**Previous Review/Action:**

☒ No previous board review/action

\_\_\_\_\_ Previous review/action  
    date \_\_\_\_\_  
    action \_\_\_\_\_

**Background Information:** The Board of Education's authority for approving textbooks and other instructional materials is prescribed in the Virginia Constitution and in the *Code of Virginia*. The Board of Education's *Regulations Governing Textbook Adoption* specifies the types of materials that may be adopted.

Virginia Constitution; Art. VIII § 5 (d)

It [the Board of Education] shall have authority to approve textbooks and instructional aids and materials for use in courses in the public schools of the Commonwealth.

Code of Virginia § 22.1-238

The Board of Education shall approve textbooks suitable for use in the public schools and shall have authority to approve instructional aids and materials for use in the public schools. Any school board may use textbooks not approved by the Board provided the school board selects such books in accordance with regulations promulgated by the Board.

Regulations Governing Textbook Adoption 8 VAC 20-220-30

Only those materials which are designed to provide basic support for the instructional program of a particular content area at an appropriate level will be adopted.

**Summary of Major Elements:** During each recent textbook and instructional materials adoption, the Department of Education worked with a state committee to review and evaluate publishers' submissions with respect to correlation to the content of the Standards of Learning (SOL) and certain quality- and curriculum-related factors. Following each review, the Department of Education provided school divisions with a list of the adopted materials, which included detailed profiles of each adopted submission.

The importance of teachers using curricula and materials that are aligned to the Standards of Learning is a major factor contributing to student achievement of the standards. To ensure school divisions have access to textbooks and instructional materials that support the state standards, state textbook adoption in a SOL subject area should be conducted shortly after the standards are revised if current materials have been on the state contract for at least six years. It is anticipated that the History and Social Science Standards of Learning will be approved by the Board of Education by June 2008. The Department proposes that textbooks and instructional materials for history and social science be scheduled for adoption in 2009-2010. Attachment A provides a chart that illustrates the proposed timeline for adopting history and social science textbooks and instructional materials in relationship to other key SOL processes and dates.

Using an established review process and criteria, the Department of Education will administer the state adoption process for the Board of Education. The Department will submit a list of recommended materials to the Board for approval.

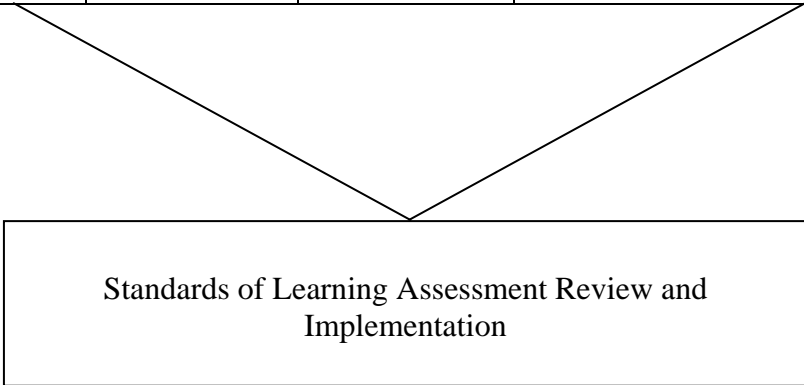
**Superintendent's Recommendation:** The Superintendent of Public Instruction recommends that the Board of Education waive first review and approve the proposed history and social science textbook and instructional materials review schedule.

**Impact on Resources:** The Department of Education's existing resources can absorb this responsibility at this time.

**Timetable for Further Review/Action:** Additional information regarding adoption of textbook and instructional materials for other SOL subject areas will be provided for the Board's consideration later this year.

**Textbook and Instructional Materials Adoption Schedule for History and Social Science**  
**(Based on the seven-year revision cycle for the Standards of Learning)**  
**March 29, 2007**

<b>Adoption Area</b>	<b>Anticipated SOL Adoption</b>	<b>SOL Curriculum Framework Adoption</b>	<b>State Textbook/ Instructional Materials Review</b>	<b>Expiration of Existing Contracts</b>	<b>LEA Textbook/ Materials Review</b>	<b>State Contract Date</b>
<b>History &amp; Social Science</b>	2008	2008	2009-2010	2009	2010	July 1, 2010



Standards of Learning Assessment Review and  
Implementation

# Board of Education Agenda Item

Item: G.

Date: March 29, 2007

**Topic:** Final Review of a High Objective Uniform State Standard of Evaluation (HOUSSE) for Visiting International Faculty (VIF) Cultural Exchange Teachers

**Presenter:** Mrs. Patty Pitts, Assistant Superintendent for Teacher Education and Licensure

**Telephone Number:** 804/371-2522

**E-Mail Address:** Patty.Pitts@doe.virginia.gov

## Origin:

☐ Topic presented for information only (no board action required)

☒ Board review required by

☒ State or federal law or regulation

☐ Board of Education regulation

☐ Other: \_\_\_\_\_

☒ Action requested at this meeting ☐ Action requested at future meeting: \_\_\_\_\_(date)

## Previous Review/Action:

☒ No previous board review/action

☐ Previous review/action  
date \_\_\_\_\_  
action \_\_\_\_\_

## Background Information:

The *No Child Left Behind Act of 2001* (NCLB) requires all states and school divisions to ensure that all teachers of the core academic subjects be “highly qualified.” The law applies to teachers in core academic areas that include English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography. The law requires that to be designated as highly qualified new teachers must hold a bachelor’s degree, full state licensure (including alternative licensure), and demonstrate subject-matter competence in the core academic subjects the teacher teaches.

Experienced teachers must meet requirements to be designated as highly qualified. No Child Left Behind provides experienced teachers the following options for meeting the highly qualified definition:

- (a) passing a rigorous state academic subject matter test; or
- (b) completing an academic major, graduate degree, coursework equivalent to an academic major, or advanced certification or credentialing in the case of middle or secondary school teachers; or

- (c) using the high objective uniform state standard of evaluation (HOUSSE). The HOUSSE provides states with a method by which current teachers can demonstrate competency in each subject they teach.

The NCLB legislation allows states to establish a process of evaluating teacher knowledge and ability based on a high objective uniform state standard of evaluation that meets each of the following criteria [Section 9101(23)(c)(ii)]:

- Be set by the state for both grade-appropriate academic subject matter knowledge and teaching skills;
- Be aligned with challenging state academic content and student academic achievement standards and developed in consultation with core content specialists, teachers, principals, and school administrators;
- Provide objective, coherent information about the teacher's attainment of core content knowledge in the academic subjects in which a teacher teaches;
- Be applied uniformly to all teachers in the same academic subject and teaching in the same grade level throughout the state;
- Take into consideration, but not be based primarily on, the time the teacher has been teaching in the academic subject; and
- Be made available to the public upon request.

The law recognizes that teachers who have been in the classroom have a variety of experiences and preparation that may demonstrate their competency in the subjects they teach. Therefore, the HOUSSE system may involve multiple, objective measures of teacher competency.

The Board of Education initially approved Virginia's HOUSSE on February 25, 2004, and it was subsequently amended on April 20, 2005, and September 27, 2006.

### **Summary of Major Elements**

Founded in 1987, Visiting International Faculty (VIF) is the largest cultural exchange program in the United States for teachers and schools, with teachers from 50 nations, including Argentina, Australia, Canada, Chile, Colombia, Costa Rica, Denmark, Ecuador, France, Germany, Ireland, Jamaica, Mexico, the Netherlands, New Zealand, Peru, South Africa, Spain, the United Kingdom, and Venezuela. "Highly qualified" and experienced teachers work in a number of states, including North Carolina, South Carolina, Georgia, Virginia, Maryland, Florida, and California.

Designated as an official sponsor in the U.S. State Department's Exchange Visitor Program, VIF selects highly qualified teachers and matches them with United States' schools and provides comprehensive support to help ensure a rewarding experience. VIF provides teachers the professional development experience of teaching in the United States for up to three years before returning home to serve as goodwill ambassadors for the United States.

In 2003 VIF requested that personnel in the United States Department of Education review the HOUSSE that VIF had prepared for consideration by the South Carolina Department of Education. After the review, USED staff informed VIF that South Carolina officials could adopt the set of HOUSSE procedures. Subsequently, Georgia, North Carolina, and Maryland have adopted VIF's HOUSSE procedures. VIF is requesting that the Board of Education consider its HOUSSE for cultural exchange teachers placed in Virginia.

Attached is the HOUSSE proposed by the Visiting International Faculty, including the matrix to measure the teacher's subject area competence and the indicators of Virginia standards.

**Superintendent's Recommendation:**

The Superintendent of Public Instruction recommends that the Board of Education adopt the proposed High Objective Uniform State Standard of Evaluation (HOUSSE) for cultural exchange teachers in the VIF program.

**Impact on Resources:** There is no impact on the Department of Education's resources to initiate the HOUSSE for cultural exchange teachers in the VIF program.

**Timetable for Further Review/Action:** N/A



UNITED STATES DEPARTMENT OF EDUCATION  
OFFICE OF THE GENERAL COUNSEL

December 12, 2006

Ms. Patty Pitts  
Acting Assistant Superintendent for  
Teacher Education and Licensure  
Virginia Department of Education  
PO Box 2120  
Richmond, VA 23218

Re: Highly Qualified International Exchange Teachers

Dear Ms. Pitts:

I am an attorney at the U.S. Department of Education (ED), and work in the area of teacher quality and No Child Left Behind. Mary Donny, of Visiting International Faculty (VIF), has asked me to contact you about our review of the material and procedures that VIF prepared three years ago for how States might determine that foreign teachers could demonstrate subject-matter competency needed to be highly qualified under section 9101(23) of the Elementary and Secondary Education Act (ESEA), as currently authorized. In particular, ED reviewed VIF's proposed procedures under which a temporary foreign teacher could satisfy a State's "high objective uniform State standard of evaluation" (HOUSSE) for this purpose.

As you know, while ED monitors States to ensure that their HOUSSE procedures comply with ESEA requirements, it does not "approve" a State's HOUSSE procedures. However, at VIF's request, in 2003 ED staff examined the HOUSSE proposal that VIF had prepared for consideration by the South Carolina Department of Education. In doing so, we also reviewed the various supporting materials VIF had provided that clarified how it proposed to document that foreign teachers it recruited had the background and qualifications needed to meet the HOUSSE requirements. ED staff subsequently informed South Carolina officials that, based on their review for legal compliance, the State could adopt this set of HOUSSE procedures if it wanted to do so. I understand that South Carolina did so, and that Georgia, North Carolina and Maryland have subsequently adopted VIF's HOUSSE procedures as well.

ED continues to strongly support the recruitment of capable international teachers as necessary to provide highly qualified teachers in hard-to-staff subject areas such as mathematics, science and foreign languages. (See, for example, former Secretary Paige's "Dear Colleague" letter of March 24, 2003, which ED has posted at <http://www.ed.gov/policy/elsec/oid/secletter/030324.html?exp=0>.) Moreover, I personally provided the same information I am providing to you in this letter to State officials for the California Department of Education and the Colorado Department of Education in November 2003 and April 2004, respectively.

400 MARYLAND AVE., S.W., WASHINGTON, DC 20202-2110  
[www.ed.gov](http://www.ed.gov)

*Our mission is to ensure equal access to education and to promote educational excellence throughout the nation.*

Page 2 - Patty Pitts

Whether Virginia adopts the VIF procedures is a decision for your own agency. I simply want you to understand the nature of conversations we have had with VIF and other States on the subject of adopting, consistent with current law, the separate set of HOUSSE procedures for this unique group of teachers that VIF has prepared.

Should you have any questions, feel free to contact me or Robert Stonehill, of the Office of Elementary and Secondary Education, at 202-260-9737. Dr. Stonehill, who manages the ESEA Title II, Part A program and oversees much of ED's work to implement the highly qualified teacher goal, has reviewed this letter and concurs with my conclusions.

Sincerely yours,



Richard Mellman

Office of the General Counsel  
US Department of Education  
400 Maryland Avenue, SW, Room 6E314  
Washington, DC 20202  
Phone: (202) 401-6062  
email: [richard.mellman@ed.gov](mailto:richard.mellman@ed.gov)

cc Robert Stonehill  
Mary Donny



## **VIF HOUSSE Matrix**

The VIF HOUSSE Matrix was designed as a tool to measure not-new teachers' subject area competence as prescribed by the No Child Left Behind legislation. The VIF- HOUSSE Matrix documents subject area competence in accordance with five specific standards by evaluating a variety of evidences. A list of indicators that are correlated with the mandated state exams and the state curriculum are used to review each type of evidence. If a teacher has provided sufficient documentation, points will be given in the appropriate matrix column. All of the evidences on the VIF HOUSSE Matrix have the same value with exception of the VIF interview and the university transcripts. These two evidences carry double the value due to the in-depth interview process and the subject matter specificity of the coursework.

Each standard must be demonstrated in a minimum number of ways in order for the teacher to be deemed "highly qualified". For Standards "1", "2", and "3", the teacher must accumulate a minimum of five points for each standard. For Standards "4" and "5", the minimum number of points is three for each standard. If a teacher satisfies the minimum number of points under each standard, a total score of "21" is attained. The VIF HOUSSE Matrix requires a total score of "25" in order to be deemed highly qualified". The additional "4" points are acquired through experience.

VIF will take numerous measures to ensure consistency and reliability in the evaluation process. The VIF Certification Team in the Chapel Hill office will perform the evaluations. This team includes evaluators who have experience as educators and have knowledge of the educational systems seeking to employ VIF teachers as well as the educational systems where the VIF teachers have taught and have been trained. Each member of the evaluation team is required to undergo training which includes guidelines for evaluating teacher files and performing cross-checks. Training will be provided by VIF staff members who possess a clear understanding of the NCLB HOUSSE Option, the VIF- HOUSSE Matrix, the state curriculum, and the standards set forth by the state department of education.

To ensure reliability and consistency in scoring, the VIF Certification Team will run random quality checks throughout the recruitment and certification process. A minimum of 10% of teachers' HOUSSE documentations will be cross-checked per year. All VIF teacher files and HOUSSE documents will be made available upon request to the state.



## **VIF-HOUSSE**

The Visiting International Faculty Program proposes the following criteria for consideration in meeting HOUSSE – High Objective Uniform State Standard of Evaluation:

- (I) Is set by the State for both grade appropriate academic subject matter knowledge and teaching skills;**

The VIF-HOUSSE Matrix Standards “2”, “3”, “4”, and “5” address grade appropriate academic subject matter knowledge and teaching skills.

- (II) Is aligned with challenging State academic content and student academic achievement standards and developed in consultation with core content specialists, teachers, principals, and school administrators;**

The VIF-HOUSSE Matrix is aligned with the curriculum and accountability standards and was developed in consultation with core content specialists, teachers, and educational consultants.

- (III) Provides objective, coherent information about the teacher’s attainment of core content knowledge in the academic subjects in which a teacher teaches;**

The VIF-HOUSSE Matrix Standards “1” and “2 address the teacher’s attainment of core content knowledge in the academic subjects in which a teacher teaches.

- (IV) Is applied uniformly to all teachers in the same academic subject and the same grade level throughout the State;**

VIF-HOUSSE Matrix will be applied uniformly to all international teachers.

- (V) Takes into consideration, but not be based primarily on, the time the teacher has been teaching in the academic subject;**

The VIF-HOUSSE Matrix takes into consideration years of experience teaching the academic subject.

- (VI) HOUSSE is made available to the public upon request; and**

The VIF-HOUSSE Matrix is available to the public upon request.

- (VII) May involve multiple, objective measures of teacher competency – Optional**

The VIF-HOUSSE Matrix contains multiple, objective measures of teacher competency.



## **Virginia International Educator HOUSSE Indicators of Standards**

### **1. Core Content Knowledge in Academic Subject**

- Courses in the academic subject which the teacher teaches
  - Elementary – Reading, Writing, Math, Science, Social Studies, Other
  - Middle School – Coursework in the area of concentration
- Ability to correctly answer content specific questions
- Ability to demonstrate, describe, or explain subject matter concepts

### **2. Grade Appropriate Knowledge of Subject Matter**

- Courses that address the appropriate knowledge of subject matter at the level the teacher teaches
- Ability to correctly answer grade appropriate content questions
- Ability to demonstrate, describe, or explain appropriate grade level subject matter concepts
- Knowledge of curriculum for appropriate grade level
  - Goals and objectives
  - Scope and sequence
  - Pacing
  - Spiraling
  - Articulation
- Ability to demonstrate, describe, or explain specific grade appropriate student activities
- Documented experience teaching of subject matter at the level the teacher teaches

### **Elementary - Standards of Learning Curriculum**

- English
  - Oral Language
    - Use and Understand Oral Language (listening to a variety of literary forms/media, choral speaking, creative dramatics, spoken sentences, rhyming words/patterns, expressing ideas, telling/retelling stories, correct language usage, expressing opinions, group discussions)
    - Listening and Speaking Vocabularies (oral descriptive vocabulary, number words, multi-step directions, how and why questions, explanation of ideas, clarifying questions, singular/plural nouns, synonyms, antonyms)

- Oral Communication Skills/ Adaptation of Language (rules of conversation, expression of ideas, voice level, phrasing, types of conversations, topic discussion, asking/responding to questions, summarizing)
- Using Phonemes of the Spoken Language (rhyming words, blending sounds, syllables, multi-syllable words)
- Oral Language in Group Activities (listening, forming conclusions, sharing responses explaining and summarizing in group situations)
- Non-verbal Communication Skills (eye contact, gestures, facial expressions, posture)
- Presenting and Listening to Oral Presentations (speaking, volume, pitch, organization of presentation, grammar, content, main points, visual aids, correct language, summarization)
- Reading
  - The Organization of Print (parts of a book, reading, spoken words and print, identification of letters, words, and sentences)
  - Understanding That Print Makes Sense (print as information, high-frequency words)
  - Understanding Basic Phonetic Principles and their Application (uppercase/lowercase letters, consonant sounds, vowel sounds, consonant blends, blending sounds, word patterns, compound words, sight words, vowel patterns, multi-syllable words)
  - Comprehension and Reading Fiction and Nonfiction (predictions, retelling stories, characters, setting, events of a story, author's purpose, main idea, story problems/solutions, context clues, synonyms, antonyms, prefixes, homonyms, reference materials)
  - Comprehension and Reading Fiction (purpose of story, compare/contrast conclusions, story plot, fairy tales, myths, legends, fables, character development, rhymed/patterned poetry)
  - Comprehension and Reading Nonfiction (author's purpose, summarization, character profiles, biographies, autobiographies, text organizers, cause and effect relationships, fact and fiction, structural patterns, predictions, drawing conclusions)
  - Vocabulary Expansion (titles, pictures, rereading, self-correcting, story information, story structure)
  - Language Structure (prefixes, suffixes, contractions, possessives, abbreviations, antonyms, synonyms)
  - Reference and Print Resources (dictionaries, charts, pictures, encyclopedias, reference books, technology)
- Writing
  - Writing Techniques (printing, cursive writing, uppercase/lowercase letters, spacing words, sentences, writing legibly)
  - Writing to Communicate Ideas (descriptive words, complete sentences, punctuation, correct spelling)
  - Writing Stories, Letters, Stories, and Reports (planning strategy, organization, revisions, use of technology)
  - Writing Narrative Poems and Explanations (central idea, organization, rhymed/unrhymed/patterned poetry, use of technology)

- Writing for a Variety of Purposes (description, information, entertain, explanations, organization of information, intended audience, descriptive vocabulary, clarity)
  - Edit Writing for Correct Grammar, Capitalization, Punctuation, Spelling and Sentence Structure (complete/correct sentences, types of sentences, proper nouns, singular/plural, apostrophes, verb tense, possessives, abbreviations, subject-verb agreement, nouns/pronouns, commas, adjectives, adverbs, quotation marks, hyphens)
- Mathematics
  - Number and Number Sense (place value, counting, ordering, pattern recognition, decimals, less than, more than, coins, odd, even, using symbols, multiples, writing numbers, rounding, mixed numbers, addition, subtraction, multiplication, division, inverse relationships, whole numbers, rational numbers, fractions, decimals, mixed numbers, negative numbers)
  - Computation and Estimation (addition, subtraction, multiplication, division, facts, estimation, inverse numerical relationships, regrouping, computational methods, fractions, decimals, whole numbers, sums/differences, products/quotients)
  - Measurement (money, measurement instruments, standard/nonstandard measurement, length, width, area, volume, weight, linear measurements, inch, centimeter, perimeter, metric units, US Customary units, volume, mass, calendar language, circles, Celsius/Fahrenheit temperatures, radius, diameter, chord, circumference, types of triangles)
  - Geometry (two/three – dimensional geometric figures - circle, triangle, rectangle, cube, sphere, prism, cone, polygons, quadrilaterals, symmetric shapes, line segments, angles, congruency, rays, parallelism, perpendicularity, transformations, types of triangles, use of measurement tools)
  - Probability and Statistics (data collection, patterns, surveys, data/graph interpretation, predictions, likely, unlikely, data organization, line plot, graphs, charts, mean, mode, median, range)
  - Patterns, Functions, and Algebra (sorting, classification, repeating relationships, numerical sentences, concept of equality, numerical/geometric patterns, variables)
- Science
  - Scientific Investigation (scientific method, prediction, observation, classification, predictions, inferences, senses, hypothesis, experimentation, data analysis, graphs, charts, observations, estimation, use of tools, problem development, dependent/controlled/independent variables, conclusions, nature of science)
  - Forces, Motion, and Energy
    - Magnets (magnet applications, natural/artificial magnets, magnetism, poles, compass)
    - Simple Machines (types of simple machines, compound machines, applications)
    - Motion (moving objects, motion, forces, friction, kinetic energy)
    - Electricity (conductors/insulators, circuits, static electricity, heat, mechanical energy, electromagnets)
    - Sound (frequency, waves, wave length, vibration, media, applications)

- Light (spectrum, waves, refraction, reflection, transparent, opaque)
- Matter
  - Physical Properties (physical change)
  - States (solids, liquids and gases)
  - Measurement (mass, volume, length, width , height)
  - Structure (atoms, molecules, compounds, mixtures, solutions, heat effects)
- Life Processes
  - Basic needs of plants and animals,
  - Life cycles
  - Adaptations (hibernation, camouflage, mimicry, instinct, learned behaviors)
  - Plant Anatomy and Plant Life Processes (flowering plants, pollination, photosynthesis)
- Living Systems
  - Interdependence of Living Things (habitats, aquatic/terrestrial chain relationships)
  - Ecology (environments, populations, communities, ecosystems, adaptations, flow of energy, food webs, niches, life cycles)
  - Life Structure (cells, cell structure)
  - Vascular and Non-Vascular Plants
  - Vertebrates and Invertebrates
- Interrelationships in Earth/Space Systems
  - Weather (storms, temperature, winds, precipitation, weather data, weather instruments, fronts, clouds, prediction)
  - Soil (composition, importance, topsoil, conservation of soil)
  - Ocean Environments (geology, physical characteristics, biological characteristics)
- Earth Patterns, Cycles and Change
  - Patterns (patterns in daily life, weather, growth)
  - Cycles (animal/plant life cycles, water cycle, conservation of water, day/night, moon phases/tides, earth-moon-sun relationships, seasons, rock cycle)
  - Change Over Time (changes in things, weather/seasonal changes, growth, migration, hibernation, adaptations, erosion, earth's history, plate tectonics, weathering, human impact)
- Resources
  - Reuse, Recycling, and Conservation of Resources
  - Sources of Energy (sun, fossil fuels, renewable/nonrenewable resources)
  - Virginia Natural Resources
- History and Social Science
  - History (legends, historical accounts, holidays, American leaders, ancient China, ancient Egypt, American Indians, ancient Greece and Rome, West Africa empire of Mali, early explorations)
  - Geography (relative positions, maps, globes, map symbols, charts, tables, graphs, cardinal directions, land/water features, physical shape of US and

Virginia, capital of US and Virginia, locations of Egypt, China, American Indian tribes, Greece, Rome, and West Africa, letter grid system, prime meridian, equator, seven continents, four oceans, selected rivers and lakes, regions explored in America by early explorers, locations of Spain, England and France)

- Economics (types of work, basic needs of people, use of money, goods and services, buyers and sellers, natural resources, human and capital resources, concept of specialization, production interdependence, economic choices and opportunity costs)
- Civics (good citizenship characteristics, American flag, Pledge of Allegiance, US Presidents, symbols of US, communities of Virginia, diversity of Virginia, American traditions, purpose of government, rules/laws, republican form of government, individual rights)
- Virginia Studies (historical/geographical analysis of artifacts, historical events, first inhabitants, sections of Virginia, water features, American Indian languages in Virginia, colonization, Virginia's role in the American Revolution, colonial life in Virginia, political growth, western expansion, Virginia's role in the Civil War, 1990 to present)
- United States History to 1877 (historical and geographical analysis, use of maps and globes, exploration of America, the American Revolution, early cultures, American Indians, colonial America, causes and effects of the American Revolution, expansion and reforms, Civil War, Reconstruction)

### **3. Grade Appropriate Academic Subject Matter Teaching Skills**

- The incorporation of student learning processes such as:
  - Higher-order thinking skills
  - Problem-solving
  - Critical thinking
  - Memorization
- The use of instructional strategies including:
  - Whole-group discussion
  - Cooperative learning
  - Direct instruction
  - Discovery learning
  - Graphic organizers such as concept mapping and webbing
  - Independent study
  - Interdisciplinary instruction
  - Inquiry method
  - Student centers
- Connecting curriculum goals and experiences of students
  - Assessing students' prior knowledge
  - Guided Practice
  - Independent practice
  - Modeling
  - Problem Solving
  - Transitions

### **4. Differentiation of Content Instruction for Diverse Learners**

- Specific activities that address areas of exceptionality such as: learning styles, multiple intelligences, concrete vs. abstract learners, cultural differences (including language)
  - Extra assistance
  - Tutoring
  - Modified expectations
  - Extension of activity/testing time
  - Modification of assignments
  - Peer help
  - Re-teaching
  - Alternative assignments and assessments

## **5. Student Assessment and Achievement of Core Content Concepts**

- Closed response (multiple choice, true-false, matching, labeling)
- Limited response (fill-in-the-blank, short-answer, open-ended)
- Journals
- Portfolio
- Essay questions
- Teacher-student contracts
- Rubric-based assessments
- Projects
- Research papers
- Written or oral presentations
- Learning log
- Concept mapping
- Venn diagrams
- Role playing
- Experiments
- Learning centers
- Observation of performance
- One-on-one conferences
- Student explanations
- Performance-based assessments

# Board of Education Agenda Item

Item: H.

Date: March 29, 2007

**Topic:** First Review of a Recommendation of the Advisory Board on Teacher Education and Licensure (ABTEL) to Grant Continuing Accreditation to the Teacher Education Programs at Bridgewater College, Virginia Commonwealth University, and Virginia State University

**Presenter:** Mrs. Patty S. Pitts, Assistant Superintendent, Division of Teacher Education and Licensure

**Telephone Number:** (804) 371-2522

**E-Mail Address:** Patty.Pitts@doe.virginia.gov

## Origin:

☐ Topic presented for information only (no board action required)

☒ Board review required by  
☐ State or federal law or regulation  
☒ Board of Education regulation  
☐ Other: \_\_\_\_\_

☒ Action requested at this meeting: \_\_\_\_\_ Action requested at future meeting: \_\_\_\_\_(date)

## Previous Review/Action:

☒ No previous board review/action

☐ Previous review/action  
date \_\_\_\_\_  
action \_\_\_\_\_

## Background Information:

*The Regulations Governing Approved Programs for Virginia Institutions of Higher Education* require colleges and universities that offer programs for the preparation of professional educators to obtain continuing program approval from the Board of Education. In Virginia, the review and approval of programs are viewed as the shared responsibility of institutions of higher education, school divisions, and the Department of Education. Final approval rests with the Board of Education.

The regulations define the standards that must be met and the review options available for the accreditation of teacher education programs. The regulations provide three options for accreditation and program approval:

1. a state review process for which the teacher education program must meet the standards established by Board of Education regulations;

2. the National Council for the Accreditation of Teacher Education (NCATE) process for which the teacher education program must meet the Board of Education's teaching area requirements and the NCATE standards; or
3. the Teacher Education Accreditation Council (TEAC) process for which the teacher education program must meet the Board of Education's teaching area requirements and the TEAC standards.

In all three options, the institution hosts an on-site visit by a team of trained reviewers who develop a report of findings that is submitted to the Department of Education for review by the Advisory Board on Teacher Education and Licensure (ABTEL). The Advisory Board makes recommendations to the Board of Education regarding program approval.

### **Summary of Major Elements:**

Bridgewater College was reviewed under the Board of Education process. Virginia Commonwealth University and Virginia State University were reviewed using the NCATE process.

The review team makes a recommendation of "met" or "not met" for each of the standards. In addition, the team makes a recommendation of "approval," "approval with stipulations," or "denial" for the teacher preparation program as a unit, and one of these three recommendations is made for each endorsement area offered by the institution.

The Advisory Board on Teacher Education and Licensure recommends that the Board of Education grant approval to the preparation programs at Bridgewater College, Virginia Commonwealth University, and Virginia State University.

The following is a summary of results of the on-site reviews.

#### Bridgewater College

The review of the Bridgewater College undergraduate programs for teacher preparation was conducted October 31-November 2, 2005, in accordance with the standards and procedures outlined in the *Regulations Governing Approved Programs for Virginia Institutions of Higher Education*.

The regulations set forth 20 standards in the following four categories:

- I. Program Design;
- II. Faculty;
- III. Candidates; and
- IV. Program Operation/Accountability.

The team recommended "approval" for the Bridgewater College's teacher preparation program. As defined in the approved program regulations, a recommendation of "approval" is made when the professional education program and the endorsement areas are considered satisfactory. The review team cited 18 of 18 applicable standards as being met. Standards 5 and 6 (educational leadership) were not considered.

The following two weaknesses were cited:

Standard 10 (Admission of Candidates):

- The Department of Education at Bridgewater College does not have a plan for recruiting candidates of diverse backgrounds.

Standard 20 (Adequate Resources):

- The professional education unit does not provide adequate technology resources that are consistent with the technology resources used in the preK-12 classrooms in which candidates are placed.

The number of program completers by endorsement area at Bridgewater College for the 2003-2004 year is listed below: \*

<b>Bridgewater College</b>	<b>Number of Completers</b>	<b>Endorsement Area</b>
	20	Elementary Education preK-6
	1	Mathematics 6-12
	5	Health and Physical Education preK-12
	1	Music: Vocal/Choral preK-12
	1	Music: Instrumental preK-12
	1	Science: Biology 6-12

\*As reported to the Virginia Department of Education in the *Supplementary Data for the 2003-2004 Title II State Report* by institutions of higher education with approved teacher education programs on April 7, 2005.

Virginia Commonwealth University

The review of the Virginia Commonwealth University programs for teacher preparation was conducted April 22-26, 2006, in accordance with the standards and procedures outlined in the regulations. This was a continuing accreditation review at the initial and advanced preparation levels conducted under the protocol of the Virginia/NCATE partnership agreement. The State/NCATE Board of Examiners found that five of the six NCATE 2000 standards listed below were met.

Standard 1: Candidate Knowledge, Skills, and Dispositions

Standard 3: Field Experiences and Clinical Practice

Standard 4: Diversity

Standard 5: Faculty Qualifications, Performance, and Development

Standard 6: Unit Governance and Resources

At its October 2006 meeting, the Unit Accreditation Board (UAB) of NCATE reviewed the findings of the Board of Examiners and made a decision to continue the accreditation of Virginia Commonwealth University with conditions that require the institution to host a visit (no later than fall 2008) focused solely on Standard 2: Assessment System and Unit Evaluation that was found to be unmet by the Unit Accreditation Board.

Standard 2: Assessment System and Unit Evaluation

- The unit does not have an integrated set of assessment measures that provides aggregated data for each transition gate and regular, comprehensive information on applicant qualifications, candidate proficiencies, competence of graduates, unit operations, and program quality.
- The unit does not maintain all key assessment data through the use of integrated information technologies.
- The unit does not regularly and systematically use assessment data to evaluate the efficacy of its courses, programs, and clinical experiences.

Additionally, the following areas for improvement were noted:

Standard 1: Candidate Knowledge, Skills, and Dispositions

- There is a lack of alignment of curriculum and assessments to Specialty Professional Association (SPA) standards.
- The unit lacks performance assessment data that indicate the quality performance of program candidates.

Standard 4: Diversity

- The unit does not systematically ensure that all candidates have field placements with diverse students.

The number of program completers by endorsement area at Virginia Commonwealth University for the 2004-2005 year is listed below: \*

<b>Virginia Commonwealth University</b>	<b>Number of Completers</b>	<b>Endorsement Area</b>
	6	Health & Physical Education preK-12
	59	Elementary Education preK-3
	7	Middle Education 6-8
	1	German preK-12
	4	Spanish preK-12
	8	English 6-12
	11	History and Social Science 6-12
	6	Mathematics 6-12
	5	Library-Media
	3	Science: Biology 6-12
	1	Science-Physics 6-12
	7	Special Education: Early Childhood

	<b>Number of Completers</b>	<b>Endorsement Area</b>
	7	Special Education: Emotional Disturbance K-12
	13	Special Education: Learning Disabilities K-12
	4	Special Education: Mental Retardation K-12
	8	Special Education: Severe Disabilities K-12
	20	Adult Education
	83	Administration and Supervision preK-12
	10	Reading Specialist
	28	School Counselor preK-12
	20	School Psychology

\* As reported to the Virginia Department of Education in the *Supplementary Data for the 2004-2005 Title II State Report* by institutions of higher education with approved teacher education programs on April 7, 2006.

#### Virginia State University

The review of the Virginia State University programs for teacher preparation was conducted April 22-26, 2006, in accordance with the standards and procedures outlined in the regulations. This was a continuing accreditation review at the initial teacher preparation and advanced preparation levels conducted under the protocol of the Virginia/NCATE partnership agreement. The Board of Examiners found that all six standards prescribed in the NCATE 2000 Standards were met. The six NCATE 2000 Standards include:

- Standard 1: Candidate Knowledge, Skills, and Dispositions
- Standard 2: Assessment System and Unit Evaluation
- Standard 3: Field Experiences and Clinical Practice
- Standard 4: Diversity
- Standard 5: Faculty Qualifications, Performance, and Development
- Standard 6: Unit Governance and Resources

At its October 16-21, 2006 meeting, the Unit Accreditation Board (UAB) of NCATE reviewed the findings of the Board of Examiners and decided to continue accreditation at the initial teacher preparation and advanced preparation levels. The areas for improvement are listed below. The next NCATE visit is scheduled for fall 2011, which is seven years after the originally scheduled fall 2004 visit.

#### Standard 2: Assessment System and Unit Evaluation

- The unit assessment system is not fully operational, resulting in data collection, aggregation, analysis, and summary being incomplete.
- (Advanced Preparation) Information technologies are not used at the unit level to monitor candidate performance and manage and improve unit operations and programs.

The number of program completers by endorsement area at Virginia State University for the 2004-2005 year is listed below: \*

<b>Virginia State University</b>	<b>No. of Completers</b>	<b>Endorsement Area</b>
	1	Music Education: Vocal/Choral preK-12
	8	Elementary Education preK-6
	1	English 6-12
	1	Mathematics 6-12

\* As reported to the Virginia Department of Education in the *Supplementary Data for the 2004-2005 Title II State Report* by institutions of higher education with approved teacher education programs on April 7, 2006.

#### **Superintendent's Recommendation:**

The Superintendent of Public Instruction recommends that the Board of Education waive first review and approve the Advisory Board on Teacher Education and Licensure's recommendation to grant continuing accreditation to the professional education programs at Bridgewater College, Virginia Commonwealth University, and Virginia State University.

#### **Impact on Resources:**

Expenses, with the exception of those for the state representative, incurred during on-site review of teacher education programs are funded by the host institution.

#### **Timetable for Further Review/Action:**

Reviews of teacher preparation programs in Virginia are conducted on a seven-year cycle. Programs that do not meet standards for continuing accreditation are reviewed as needed. Programs that meet standards for accreditation will be reviewed again on the established cycle.

# Board of Education Agenda Item

Item: I.

Date: March 29, 2007

Topic: Final Review of Virginia's 2007–2008 Transitional State Plan for the *Carl D. Perkins Career and Technical Education Act of 2006*

Presenter: Dr. Linda Wallinger, Assistant Superintendent for Instruction

Telephone Number: (804) 225-2034 E-Mail Address: Linda.Wallinger@doe.virginia.gov

## Origin:

☐ Topic presented for information only (no board action required)

☒ Board review required by  
☒ State or federal law or regulation  
☐ Board of Education regulation  
☐ Other: \_\_\_\_\_

☐ Action requested at this meeting ☐ Action requested at future meeting: \_\_\_\_\_

## Previous Review/Action:

☐ No previous board review/action

☒ Previous review/action  
date February 28, 2007  
action First review of 2007-2008 Transitional Plan

**Background Information:** The *Carl D. Perkins Career and Technical Education Act of 2006* (Perkins IV) provided states with the opportunity to submit either a six-year plan for the new law or to submit a one-year transitional plan, followed by a five-year plan. Virginia has chosen to submit a transitional plan, followed by a five-year plan in April 2008.

The *Carl D. Perkins Career and Technical Education Act of 2006* requires the Virginia State Board of Education, acting as the State Board of Career and Technical Education, to approve the transitional plan. The transitional plan will be in effect from July 1, 2007, through June 30, 2008 (FY07). During this time, the five-year state plan for fiscal years 2008–2012 will be developed. The transitional plan includes legislative requirements, identified needs of secondary and postsecondary career and technical education, allocation of funds, and appropriate appendices. Additional requirements for the transitional state plan will be provided by the U.S. Education Department (USED), Office of Vocational and Adult Education (OVAE) for Performance Standards, definitions, and accountability during the month of March. The time for negotiation of state performance standards has not been announced. The transitional plan must be submitted to the OVAE by April 15, 2007.

## **Summary of Major Elements:**

For the 2007–2008 transitional plan, only certain components of the USED template are required, as noted throughout the plan. Within the Accountability and Evaluation section of the law is the requirement for student assessment of career and technical education courses or programs. At this time, the OVAE has not provided guidance on the requirements for student assessment.

Information in Part B: Budget Forms is based on proposed funding amounts.

Information for Part C: Accountability Forms, has not been finalized by OVAE at this time. Data for the following performance standards will be pre-populated by OVAE from Virginia's NCLB data: Academic Attainment Reading/Language Arts; Academic Attainment Mathematics; and Student Graduation Rates. Data for the remaining performance standards cannot be determined until OVAE has finalized definitions and terms to be used. These performance standards include: Secondary School Diploma, Diploma and Other Credential; Nontraditional Participation and Nontraditional Completion.

For the first time, Perkins IV requires sanctions for not meeting performance standards at both the state and local levels. Negotiations for the level of performance between the state and OVAE will continue under this law. However, Perkins IV has added a negotiation process for performance standard levels between the state and each local division served. These negotiations must ensure that the state levels required by OVAE are met. The earliest sanctions at the state level would be during the 2008–2009 year although this is still being discussed. Sanctions at the state level can include reduction of state administration funds. Historically, Virginia has met 100 percent of its performance standards. At this point, the sanctions for local divisions do not take effect until 2009–2010. Sanctions at the local level have not been determined.

At the postsecondary level, some definitions have been determined but there is still ongoing discussion as to what, if any, performance standards the postsecondary level will be held accountable for.

## **Superintendent's Recommendation:**

The Superintendent of Public Instruction recommends that the Board of Education accept Virginia's proposed transitional state plan for the *Carl D. Perkins Career and Technical Education Act of 2006* for final review and submission to the USED.

## **Impact on Resources:**

Impact on resources will be determined by requirements of the Perkins IV law.

**Timetable for Further Review/Action:** Upon approval, the plan will be submitted to USED by the deadline on April 15, 2007.

U. S. Department of Education  
Office of Vocational and Adult Education

\*\*\*\*\*

The Carl D. Perkins  
Career and Technical Education Act of 2006

STATE PLAN COVER PAGE

State Name: Virginia

Eligible Agency Submitting Plan on Behalf of State:

Virginia Board of Education

Person at, or representing, the eligible agency responsible for answering questions  
on this plan:

Signature: \_\_\_\_\_

Name: Elizabeth M. Russell

Position: State Director, Career and Technical Education, Virginia Department of Education

Telephone: (804) 225-2847

Email: Elizabeth.Russell@doe.virginia.gov

Type of State Plan Submission (check *all* that apply):

☐ 6-Year

☒ 1-Year Transition

☒ Unified - Secondary and Postsecondary

☐ Unified - Postsecondary Only

☐ Title I only (*All Title II funds have been consolidated under Title I*)

☒ Title I and Title II

## CHECKLIST OF STATE PLAN SUBMISSION REQUIREMENTS

State Plan Items	Six-Year Plan	One-Year Transition Plan
<b>PART A: STATE PLAN NARRATIVE</b>		
Planning, Coordination, and Collaboration Prior to State Plan Submission	All items required	Not required
Program Administration	All items required	<b>Only items A2(a-l); A8; B1; and B2 required</b>
Provision of Services for Special Populations	All items required	<b>Only items A1(a-c) required</b>
Accountability and Evaluation	All items required	<b>All items required</b>
Tech Prep Programs	All items required if State is using all or a portion of its Title II grant funds for its tech prep programs	<b>Only items A(1); B(1); and B(2) required if State is using all or a portion of its Title II grant funds for its tech-prep programs</b>
Financial Requirements	All items required	<b>All items required</b>
EDGAR Certifications	All items required	<b>All items required</b>
Other Assurances	All items required	<b>All items required</b>
<b>PART B: BUDGET FORMS</b>		
Title I – Basic Grant	All items required	<b>All items required</b>
Title II – Tech Prep Programs	All items required if using all or a portion of its Title II grant funds for its tech prep programs	<b>All items required if using all or a portion of its Title II grant funds for its tech prep programs</b>

State Plan Items	Six-Year Plan	One-Year Transition Plan
<b>PART C: ACCOUNTABILITY FORMS</b>		
Definitions	All items required	<b>All items required</b>
Final Agreed Upon Performance Levels (FAUPL) Form – Secondary Level	All items required	<b>Measurement definitions and approaches for all core indicators</b>  <b>Baseline data and performance levels as provided.</b>
Final Agreed Upon Performance Levels (FAUPL) Form – Postsecondary/Adult Levels	All items required	<b>Measurement definitions and approaches for all core indicators</b>  <b>Baseline data and performance levels as provided.</b>

## **PART A: STATE PLAN NARRATIVE**

## **I. PLANNING, COORDINATION, AND COLLABORATION PRIOR TO PLAN SUBMISSION**

*States that submit a transition plan do not need to address the items in this section until they prepare their five-year plan prior to the second program year (July 1, 2008 – June 30, 2009). States that submit a six-year State plan must complete this entire section.*

### **A. Statutory Requirements**

- 1. You must conduct public hearings in the State, after appropriate and sufficient notice, for the purpose of affording all segments of the public and interested organizations and groups (including charter school authorizers and organizers consistent with State law, employers, labor organizations, parents, students, and community organizations), an opportunity to present their views and make recommendations regarding the State plan. [Sec. 122(a)(3)]**
- 2. You must include a summary of the above recommendations and the eligible agency's response to such recommendations in the State plan. [Sec. 122(a)(3)]**
- 3. You must develop the State plan in consultation with academic and career and technical education teachers, faculty, and administrators; career guidance and academic counselors; eligible recipients; charter school authorizers and organizers consistent with State law; parents and students; institutions of higher education; the State tech prep coordinator and representatives of tech prep consortia (if applicable); entities participating in activities described in section 111 of Public Law 105-220; interested community members (including parents and community organizations); representatives of special populations; representatives of business and industry (including representatives of small business); and representatives of labor organizations in the State. You also must consult the Governor of the State with respect to development of the State plan. [Sec. 122(b)(1)(A)-(B)]**
- 4. You must develop effective activities and procedures, including access to information needed to use such procedures, to allow the individuals and entities listed in item 3 above to participate in State and local decisions that relate to development of the State plan. [Sec. 122(b)(2)]**
- 5. You must develop the portion of the State plan relating to the amount and uses of any funds proposed to be reserved for adult career and technical education, postsecondary career and technical education, tech prep education, and secondary career and technical education after consultation with the State agency responsible for supervision of community colleges, technical institutes, or other 2-year postsecondary institutions primarily engaged in providing postsecondary career and technical education, and the State agency responsible for secondary education. If a State agency finds that a portion of the final State plan is objectionable, the State**

agency must file its objections with you. You must respond to any objections you receive in the State plan that you submit to the Secretary. [Sec. 122(e)(3)]

## **II. PROGRAM ADMINISTRATION**

### **A. Statutory Requirements**

- 1. You must prepare and submit to the Secretary a State plan for a 6-year period; or**

**You may prepare and submit a transition plan for the first year of operation of programs under the Act. [Sec. 122(a)(1)]**

*States that submit a one-year transition plan must address, at a minimum, its plans or the State's planning process for the following items: A2(a-1); A8; B1; and B2. States that submit a six-year State plan must address all of the items below.*

- 2. You must describe the career and technical education activities to be assisted that are designed to meet or exceed the State adjusted levels of performance.**

#### **Introduction:**

#### **Secondary**

Many of the initiatives and activities designed to enhance student achievement in academics and career and technical education that were approved for Virginia under Perkins III will continue to be supported with Perkins IV funding.

Activities designed to meet or exceed state-adjusted levels of performance that include the programs to be carried out, the criteria that will be used to approve local applications, how students will be prepared for postsecondary opportunities and careers, and how funds will be used for development of new courses/programs are described in this section.

VDOE positions supervising the eight career and technical program areas, two cluster coordinators, and director of the Office of Career and Technical Education Services (OCTES) will work together with the Virginia Community College System (VCCS) to develop and implement the Perkins required programs of study. The Perkins requirements for programs of study include the following:

- incorporate secondary education and postsecondary education elements;
- include coherent and rigorous content aligned with challenging academic standards and relevant career and technical content in a coordinated, non-duplicative progression of courses that align secondary education with postsecondary education to adequately prepare students to succeed in postsecondary education;

- may include the opportunity for secondary education students to participate in dual or concurrent enrollment programs or other ways to acquire postsecondary education credits; and
- lead to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree.

These programs of study (known as “plans of study” in Virginia) will be utilized to strengthen career assessment activities at the middle school level, provide opportunities for students to prepare for industry certifications/credentials and a high school diploma, provide students and parents information on careers, and encourage students to seek a higher level of academic achievement.

Virginia will continue to reinforce high academic achievement for secondary students and provide postsecondary connections through the High Schools That Work program, State Scholars Initiative (Commonwealth Scholars Initiative), Tech Prep programs, statewide articulation agreements, and dual enrollment courses.

### **Postsecondary**

VCCS positions now dedicated to Perkins, Tech Prep, Career Coaches, National Science Foundation grants, Apprenticeship Related Instruction, Middle College (a college recovery program targeted to young adults ages 18-24 who do not have a high school diploma or GED), Career Readiness Certificate, and Institute of Excellence credit and non-credit programs in emerging technologies will come together in a new VCCS career pathways unit to report to the Vice Chancellor of Workforce Development.

Community college degree and certificate programs, apprenticeship-related instruction (offered in Virginia through both community colleges and secondary schools), and even non-credit programs of sufficient length and duration to result in student attainment of industry certifications or licensures will constitute the postsecondary component of VCCS programs supported through Perkins. To meet VCCS requirements for Perkins funding, programs of study (for career pathways) will have to:

- Demonstrate that they afford students the opportunity for attainment of industry-recognized skills and knowledge and career planning and job seeking skills;
- Demonstrate that they integrate rigorous academic as well as technical core content;
- Provide opportunities for students to prepare for and earn an industry credential, state licensure, college certificate or diploma, and/or an associate or baccalaureate degree;
- Provide opportunities for project or work-based learning (i.e. internships, co-ops, business-driven project-based learning, service learning, apprenticeships, and field experience); and
- Articulate with a higher level of education or credentialing, if appropriate to the field of study, or be in the process of seeking such articulation.

By 2007-2008, all Perkins funded programs of study will be actively moving towards state approval as career pathways.

- (a) **The career and technical education programs of study, that may be adopted by local educational agencies and postsecondary institutions to be offered as an option to students (and their parents as appropriate) when planning for and completing future coursework, for career and technical content areas that—**
- i. Incorporate secondary education and postsecondary education elements;**
  - ii. Include coherent and rigorous content, aligned with challenging academic standards, and relevant career and technical content in a coordinated, non-duplicative progression of courses that align secondary education with postsecondary education to adequately prepare students to succeed in postsecondary education;**
  - iii. May include the opportunity for secondary education students to participate in dual or concurrent enrollment programs or other ways to acquire postsecondary education credits; and**
  - iv. Lead to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree.**

Secondary career and technical education in Virginia has eight program areas, each of which is designed to prepare students for particular fields of study that require rigorous mastery of both academic and technical skills.

During the 2007–2008 transition year of the *Carl D. Perkins Career and Technical Education Act of 2006*, Virginia will provide samples of state approved programs of study in Information Technology and Manufacturing for possible adoption by local educational agencies and postsecondary institutions as an option to students when planning for and completing future coursework. These programs of study incorporate both the secondary and postsecondary elements of a program of study as required by Perkins and are built on written program articulation agreements that provide a consistent procedure whereby high school graduates of public schools in the Commonwealth of Virginia who are enrolled in these programs may transition into an appropriate community college associate of applied science or associate of science degree program in Information Technology or Manufacturing without duplication of instruction.

Appropriate academic and career and technical courses are identified to provide consistent and rigorous content as identified by required statewide Standards of Learning (SOL) for academic courses and required essential competencies for career and technical courses. These required SOL and essential competencies

align with the required preparation for postsecondary education help to prepare students for both postsecondary education and the workplace.

Secondary students may also earn Virginia Community College System college credits through dual enrollment. To increase portability of college credits earned through early college programs to all 23 community colleges, beginning in 2007-2008, dual-enrollment will become the primary vehicle in Virginia of awarding early college credits in career and technical education program areas.

Sample programs of study lead to industry certification<sup>S</sup> at the secondary level such as the Internet Computing and Core Certification (IC<sup>3</sup>) that is contained within the sample program of study in Information Technology. The three levels of testing for this certification are: Computing Fundamentals, Key Applications, and Living Online (IC<sup>3</sup>) that prepare the student for further industry certification and an associate degree at the postsecondary level.

Local educational agencies may also develop local agreements and programs of study with community or four-year colleges that include the required components as set forth in the *Carl D. Perkins Career and Technical Education Act of 2006* and that have been approved by the Virginia Department of Education, Office of Career and Technical Education Services, and the Virginia Community College System.

In 2007–2008, the VCCS will take the lead in working with the VDOE, colleges, universities, and school divisions to identify career and technical education program areas that are appropriate to the development of statewide programs of study and local program articulation agreements. These programs of study will include: alignment of curriculum, non-duplicative course sequences from high school through community college and, as appropriate, alignment with university level programs. These programs of study will provide opportunities for students to participate in dual-enrollment courses to gain college credits for course work completed during students' high school studies.

To achieve the goal of developing statewide career pathways, the VDOE and VCCS will work with state-level stakeholders in education and economic and workforce development to identify and prioritize from the list of United States Education Department (USED) career clusters and pathways, those pathways that are most critical to Virginia's economic future. From the list of prioritized pathways, the VCCS will work with colleges to develop a core set of competencies at the postsecondary level for each identified pathway. These competencies will then become the foundation for a core or common set of foundation level courses for each selected pathway that will be uniform throughout the VCCS. This common core of foundation level courses could be offered not only by all VCCS colleges offering the identified career pathways, but would also serve as the core set of courses for apprentice-related instruction, dual-enrollment, and other education and training programs connected to the VCCS

career pathways system. This common set of competency-based foundation courses will become a statewide set of dual-enrollment courses that will allow for the creation of statewide career pathways from secondary to postsecondary career and technical education programs.

**(b) How you, in consultation with eligible recipients, will develop and implement the career and technical programs of study described in (a) above.**

The sample of a statewide program of study has been developed through collaborative efforts between the Virginia Department of Education and the Virginia Community College System and disseminated to local educational agencies and postsecondary institutions.

Secondary and postsecondary faculty and business and industry representatives were utilized to develop the program of study with the required components.

The Department of Education will also approve locally developed programs of study for local education agencies that: 1) are submitted through the required Local Plan and Budget process; 2) have been approved through the appropriate postsecondary institution that the program of study is articulated with; and 3) meet the required components of the Perkins law. The VCCS will continue to approve postsecondary programs of study developed through postsecondary Perkins and Tech Prep.

**(c) How you will support eligible recipients in developing and implementing articulation agreements between secondary education and postsecondary education institutions.**

Virginia has a history of successful implementation of articulation projects, beginning in the late 1970s. *Articulation* is defined as a process of instructional coordination by which students can proceed from one program level to the next in an orderly manner. Its purpose is to assure that students receive all necessary instruction without duplicating what they have already learned. The focus of articulation is on agreements established between secondary and postsecondary schools, including active business and industry involvement.

The 2004 Virginia General Assembly directed the Board of Education, the State Board for Community Colleges, and the State Council of Higher Education to develop a statewide template for articulation agreements for career and technical education (CTE).

A task force of staff members and stakeholders from the Virginia Department of Education (VDOE), Virginia Community College System (VCCS), and State Council of Higher Education for Virginia (SCHEV) and the State Committee on Transfer, comprised of representatives of VDOE, VCCS, and four-year institutions, are developing statewide articulation models for each of the seven

areas of career and technical education (Agricultural Education, Business and Information Technology, Family and Consumer Sciences, Health and Medical Sciences, Marketing, Technology Education, and Trade and Industrial) identified by the Virginia Department of Education. The identified components of a CTE articulation agreement are a first step in building a common foundation for all CTE programs and in stimulating increasingly productive partnerships between career and technical programs of differing levels and different locales.

Work teams identified both components of an effective articulation agreement common to all seven CTE program areas and those features of an effective articulation agreement that the group deemed to be specific to their assigned program areas. The teams developed a general articulation model as well as a sample articulation agreement for each program area that incorporated the following components:

- General Conditions
- Maintenance of the Agreement
- Specific Conditions
- Assessment and Data Collection
- Implementation.

The Virginia Community College presented on behalf of the three agencies (VDOE, VCCS, and SCHEV) to the Advisory Council on Career and Technical Education and the report was approved by the board of each agency, along with an executive summary, to the Governor and the General Assembly to the 2005 Regular Session of the General Assembly. (House Document No. 33, Publication Year 2005, “Report on the Development of a Template for a Statewide Articulation Agreement for Career and Technical Education”, State Council of Higher Education for Virginia, Board of Education, and State Board for Community Colleges, Enabling Authority HJR 125 [2004])

VCCS and VDOE will move towards development and implementation of statewide career pathways or articulated programs of study that genuinely align with not only community college but university entry level requirements and curriculum. For programs of study that can and should be extended through a baccalaureate degree, universities will be engaged in development of state level career pathways. One statewide articulation agreement between the VDOE and VCCS has been developed. The VCCS and SCHEV have also agreed on identified articulated courses. This process will continue to allow teams of VDOE, VCCS, and SCHEV representatives to develop and implement additional agreements between secondary and postsecondary education institutions and will assist local educational agencies and postsecondary institutions in the implementation of these agreements.

The identified components also allow the development of articulation agreements at the local level, which are then approved at the state level by the Virginia Department of Education and the Virginia Community College System.

**(d) How programs at the secondary level will make available information about career and technical programs of study offered by eligible recipients.**

As programs of study are developed through this process and approved by the Virginia Department of Education and Virginia Community College System, they will be disseminated electronically and through professional development activities for career and technical administrators, deans, provosts, Tech Prep directors, supervisors, guidance counselors, and career coaches.

Specifically, the information for Career and Technical Education Programs of Study (referred to in Virginia as Plans of Study) will be disseminated through the following methods as they are developed and approved at the state level:

- Career and technical education administrative meetings at both the secondary and postsecondary levels;
- The Virginia Department of Education, Office of Career and Technical Education Web site in the *Administrative Planning Guide*;
- Appropriate Virginia Community College Web sites; and
- Virginia Career and Technical Education Career Resource Center Web site in the VERSO approved curriculum frameworks.

Local school divisions will then utilize guidance counselors, career counselors, and career coaches to provide information and advisement on career pathways to Virginia's high school students. Career coaches are community college employees who are based in local high schools to assist students in preparing for higher education and careers and to increase student access to college programs and services, postsecondary faculty, and business and industry. Currently, career coaches are based in more than 80 of the 399 high schools, alternative centers, charter schools, Governor's schools and combined schools in Virginia. The VCCS and VDOE continue to develop and expand the Career Coaches initiative statewide.

**(e) The secondary and postsecondary career and technical education programs to be carried out, including programs that will be carried out by you, to develop, improve, and expand access to appropriate technology in career and technical education programs.**

Virginia's General Assembly continues to increase the amount of state funding for career and technical education equipment. The increased funding allows local school divisions to update current CTE programs and to implement new programs that are responsive to the needs of business and industry. These programs address

the requirements of new and emerging technologies. The new technology also allows students to have improved preparation for industry certification testing.

Professional development activities will continue to be implemented to assist career and technical education personnel in the use of technology to improve and expand career and technical education. Training may include, but is not limited to, the use of state-of-the-art technology (e.g., virtual learning); software and operation of equipment needed for course management, instructional presentation, and data management; utilization of Internet search strategies for teachers and students; introduction to HTML, Virtual Basic, and JAVA programming; and other emerging technologies. Other professional development activities will focus on teacher updates that address the inclusion of technology and its effect on specific career and technical programming and how to establish and maintain partnerships with high technology and telecommunications businesses and industries.

The VDOE will continue to support the Geospatial Instructional Application Initiative begun in 2006 that provided an opportunity for each middle and high school to receive geographic information systems (GIS) software to enhance instruction in agricultural education, geography, science, and technology education by engaging students in the content through geospatial applications. First priority in this endeavor was given to agricultural, geography, science, and technology education teachers. The Geospatial Instructional Applications Institutes provided high quality professional development experience using ArcView 9 GIS software and global positioning system (GPS) units. These technologies allow teachers to explore and analyze the natural and human-made world, from local to global, with their students.

Technology training for core academic and career and technical education faculty and teachers is provided on a statewide annual basis through the VCCS New Horizons Conference which is partially supported by Perkins funds. Standard technology training for VCCS and college personnel includes computer applications and Blackboard for E-learning and communication. Current VCCS initiatives designed to integrate technology into the practice of all educators and counselors within the VCCS system include faculty/counselor training in using podcasts, vodcasts, video, and computer gaming software to enhance student engagement and instructional effectiveness. Additionally, through both Perkins and National Science Foundation (NSF) initiatives, the VCCS is working with the Virginia Space Grant Consortium, Virginia Tech, VDOE, and other stakeholders to integrate GIS/GPS technologies across the curriculum. In conjunction with this goal, state and regional faculty/teacher training in GIS/GPS technologies will be offered.

- (f) The criteria that you will use to approve eligible recipients for funds under the Act, including criteria to assess the extent to which the local plan will—**

- i. **Promote continuous improvement in academic achievement;**
- ii. **Promote continuous improvement of technical skill attainment; and**
- iii. **Identify and address current or emerging occupational opportunities.**

### **Secondary**

#### **Local Application**

Each eligible recipient must submit a local application for approval to the VDOE or its designee before receiving funds from the *Carl D. Perkins Career and Technical Education Act of 2006*.

#### **Local Application Content**

Any recipient of funds under this transition plan must submit an application covering the same period as the transition plan (one year transition plan 2007–2008) that identifies the specific requirements set forth for eligible recipients in Title I, Part C, Sections 134 and 135.

The local application for eligible recipients must be submitted in the format provided.

#### **Local Application Approval**

Each application will be reviewed by staff of the Office of Career and Technical Education Services to determine whether the local plan:

- Promotes continuous improvement in academic achievement;
- Promotes continuous improvement of technical skill attainment;
- Identifies and addresses current or emerging occupation opportunities;
- Is based on appropriate data in view of anticipated funds;
- Shows evidence of involvement of groups required to participate in the development of the plan; and
- Addresses at least 12 specific requirements identified in Section 134(b) of the *Carl D. Perkins Career and Technical Education Act of 2006*, and each eligible recipient or institution agrees to comply with statements of assurance and conditions required for funding.

When the review of its plan is complete, the local education agency or institution will be notified of its disposition by the Director of the Office of Career and Technical Education Services, Division of Instruction.

## **Postsecondary**

### **Local Application**

Each postsecondary eligible recipient must submit a local application for funding to the VCCS before receiving funds from the *Carl D. Perkins Career and Technical Education Act of 2006*.

### **Local Application Content**

Any recipient of funds under this transition plan must submit an application covering the same period as the transition plan (one year 2007-2008) that identifies the specific requirements set forth for eligible recipients in Title I, Part C, Sections 134 and 135.

The local application for eligible recipients must be submitted in the format provided. Each application will be reviewed by the VCCS to determine whether the local plan:

- Meets the criteria for postsecondary career pathways established by the VCCS and VDOE;
- Identifies and addresses high-skilled, high-wage, high-demand occupations;
- Shows evidence of continuous program assessment and improvement;
- Is based on appropriate data in view of anticipated funds;
- Shows evidence of involvement of groups required to participate in the development of the plan; and
- Addresses at least 12 specific requirements identified in Section 134 (b) of the *Carl D. Perkins Career and Technical Education Act of 2006*, and each eligible recipient or institution agrees to comply with statements of assurance and conditions required for funding.

When the review of its plan is complete, the local educational agency or institution will be notified of its disposition by the Director of Perkins/Tech Prep, VCCS.

### **(g) How programs at the secondary level will prepare career and technical education students, including special populations, to graduate from secondary school with a diploma.**

#### **Secondary**

Higher student achievement is the goal of the Virginia Board of Education's efforts to improve public education. The *Regulations Establishing Standards for Accrediting Public Schools in Virginia (8 VAC 20-131)* places emphasis on raising achievement standards for students, increasing the requirements for graduation from high school, increasing instructional time, linking statewide accountability

tests to Virginia's Standards of Learning, and establishing a school report card for parents and the school community. Schools in Virginia earn accreditation based on student achievement. The Virginia Board of Education has begun an extensive discussion to explore the role that graduation should play in determining the accreditation status of Virginia's high schools.

Each student in middle and secondary schools shall take all applicable end-of-course SOL tests following course instruction. Students who achieve a passing score on an end-of-course SOL test shall be awarded a verified unit of credit in that course. Of the 22 units of standard credit (see definition below) required for a Standard Diploma in Virginia, 6 of these credits are required to be verified credits (see definition below). The Advanced Studies Diploma requires 9 of the 14 credits to be verified.

For Standard Diplomas, students who complete a career and technical [education] program sequence and pass an examination or occupational competency assessment in a career and technical education field that confers certification or an occupational competency credential from a recognized industry, or trade or professional association, or acquires a professional license in a career and technical education field from the Commonwealth of Virginia may substitute the certification, competency credential, or license for (1) the student selected verified credit (see definition below) and (2) either a science or history or social science verified credit when the certification, license, or credential confers more than one verified credit. The examination or occupational competency assessment must be approved by the Board of Education as an additional test to verify student achievement. For the Advanced Studies Diploma, a student may utilize additional tests for earning one verified credit in computer science, technology, career or technical education or other areas as prescribed by the Board in 8 VAC 20-131-110.

- **Standard credit** is based on a minimum of 140 clock hours of instruction and successful completion of the requirements of the course.
- **Verified credit** is based on a standard credit plus a passing score on the end-of-course SOL test (or other test as described in the Standards of Accreditation 8 VAC 20-131-110). A standard credit may not be verified more than once.
- **Student-selected Verified Credit** is a credit for a course that includes a test (other than SOL) approved by the Virginia Board of Education.

The instructional program in a Virginia middle school must provide a minimum of one course in career and technical exploration. Secondary schools must provide career and technical education choices that prepare the student as a career and technical education completer in one of three or more occupational areas and that prepare the student for postsecondary programs. Definitions for CTE completer, concentration, and specialization are listed below.

- **Career and Technical Education Completer** is a student who has met the requirements for a career and technical education concentration or a career and technical education specialization (see definitions below) and all requirements for high school graduation or an approved alternative education program.
- **Career and Technical Concentration** is a coherent sequence of courses completed by a student in a specific career area as identified in the *Career and Technical Administrative Planning Guide*.
- **Career and Technical Specialization** is a choice by a student to specialize in an occupational field by taking additional courses in a specific career area as identified in the *Career and Technical Administrative Planning Guide*.

- (h) How such programs will prepare career and technical education students, including special populations, academically and technically for opportunities in postsecondary education or entry into high-skill, high-wage, or high-demand occupations in current or emerging occupations, and how participating students will be made aware of such opportunities;**

The need for strong academic competencies in high-skills jobs, as well as in postsecondary education, is addressed in appropriate academic and career and technical courses that provide consistent and rigorous content as identified by required statewide Standards of Learning (SOL) for academic courses and required essential competencies for career and technical courses. These SOL and essential competencies help prepare students for both postsecondary education and the workplace.

- (i) How funds will be used to improve or develop new career and technical education courses—**

- At the secondary level that are aligned with rigorous and challenging academic content standards and student academic achievement standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as amended;**
- At the postsecondary level that are relevant and challenging; and**
- That lead to employment in high-skill, high-wage, or high-demand occupations.**

### **Secondary**

The need for strong academic competencies in careers, as well as in postsecondary education, is addressed in Virginia through the statewide academic Standards of Learning (SOL) and through performance-based competencies in career and technical education. These SOL are academic, jargon-free, rigorous, and

measurable. These mandatory standards exist for all content areas in Virginia: English, mathematics, science, history and social science, the fine arts, foreign language, health and physical education, and driver education.

For additional information on the statewide initiative of academic SOL, a requirement for all students, refer to <http://www.doe.virginia.gov/VDOE/Instruction/sol.html>.

Competency-based education (CBE) has been an active force in Virginia's career and technical education program since the mid 1970s. Curriculum development, as implemented by the Virginia Career and Technical Education Resource Center (VCTERC) in cooperation with career and technical education program area specialists at the Department of Education (DOE), reflects the statewide emphasis on CBE. The curriculum development process is based on industry standards, both those that are nationally recognized and those that are identified through research that is based on business and industry input. Among the procedures involved in the curriculum development process are the following:

- formation of a state technical committee for every new or updated curriculum project;
- application of the modified Develop A Curriculum (DACUM) occupational analysis;
- validation of technical competencies by the state technical committees and by business/industry advisory groups; and
- correlation of Virginia's SOL to technical competencies.

Ongoing research based on new and emerging high-skills, high-demand, high-wage occupations and changing technology is utilized in the development and updating of curriculum.

To ensure that programs and courses offered in localities are consistent with employment demand and opportunities in the particular community, the local program/course approval is based on labor market data secured from such resources as Career Connect at <http://www.careerconnect.state.va.us/>, Career Prospects at [http://www3.ccps.virginia.edu/career\\_prospects/Statistics/Statistics.html](http://www3.ccps.virginia.edu/career_prospects/Statistics/Statistics.html), and the Virginia Employment Commission at <http://www.vec.virginia.gov/vecportal/>. The local school divisions are required to submit data on labor market and/or employment needs and student interest. Career and technical education program integrations of curriculum offerings are also encouraged when competencies for high-skills require skill development from two or more concentrations (e.g., advanced electronics and entrepreneurship).

Legislation passed during the 1997-1998 session of the General Assembly of Virginia (House Bill 431) required that the competencies for career and technical education programs be regularly reviewed and revised so that the skills that form

the foundation of the curriculum (1) include the academic disciplines of the SOL, (2) are consistent with industry or professional standards, and (3) represent application of knowledge in preparation for eventual employment and lifelong learning. This legislation emphasizes the importance of developing both academic and technical competencies for the current and emerging workforce requirements.

Information on all career and technical education programs/courses is accessible to students, parents, counselors, teachers, and administrators through the online *Career Planning Guide* at <http://www.cteresource.org/cpg> and through the *r u Ready* magazine provided to 11<sup>th</sup> graders and the *r u Ready* parent brochures distributed to 8<sup>th</sup> graders' parents and also online at <http://www.doe.virginia.gov/VDOE/Instruction/CTE/ruready.html>.

### **Postsecondary**

Local colleges and the VCCS will drive curriculum development through alignment of curriculum to business and industry needs as identified through business and industry advisory councils, formal Develop a Curriculum (DACUM) processes, and national skill standards. The rigor of the curriculum is also assessed through formal articulation of community college career and technical education programs with university programs. Finally, an increasing number of community college courses are aligned with industry certifications and licensures, with Perkins funds driving the adoption of certification-based curriculum and implementation of faculty certification.

All new career and technical education programs at the postsecondary level must show relevance to regional and local workforce needs. Applications for new program development to the VCCS must include research and data that demonstrate connections to high-demand, high-growth occupational sectors.

- (j) How you will facilitate and coordinate communications on best practices among successful recipients of tech prep program grants under Title II and other eligible recipients to improve program quality and student achievement.**

### **Secondary**

Many of the secondary schools that participate in Tech Prep programs also participate in the High Schools That Work (HSTW) initiative and *Creating Excellence Awards* programs.

Through the HSTW, academic and career and technical teachers have developed collaborative lesson plans. Schools are requested annually to submit exemplary plans that support HSTW key practices and reinforce the Virginia SOL. The lesson plans undergo a review process and are disseminated statewide via the Virginia Career and Technical Education Resource Center (VCTERC) Web site to assist teachers with implementing innovative, rigorous collaborative lessons.

Virginia will also continue the *Creating Excellence Awards* program where individual educators, programs, advisory councils, and business/industry partners are recognized for exemplary instructional projects, methods, and other activities. Both secondary and postsecondary agencies are participants.

### **Postsecondary**

Tech Prep best practices will be disseminated through a statewide career pathways Web site, currently under development; semiannual administrative meetings of all local Tech Prep directors; and through an annual Career Pathway Academy that will present national and state research and best practices. Communication between Tech Prep consortia is supported by VCCS online communities and e-mail distribution lists as well as through regularly scheduled administrative meetings of Tech Prep practitioners, annual Career Pathways Conference and other VCCS professional development events such as the New Horizons Conference.

- (k) How funds will be used effectively to link academic and career and technical education at the secondary level and at the postsecondary level in a manner that increases student academic and career and technical achievement.**

### **Secondary**

Spring CTE Administrators' Updates will begin the process of a statewide initiative of connecting high schools and postsecondary institutions through the identification of Career Pathways: Plans of Study (programs of study). LEAs are required to document plans that run from middle school through postsecondary. These must be signed by the participating agencies.

Funds will also be used for professional development, curriculum development, and development of career and technical student organization scholastic and leadership activities. Program improvement will be supported for new courses that address identified high-skill, high-demand, and high-wage jobs in Virginia.

### **Postsecondary**

Primary statewide initiatives that connect high schools and community colleges include dual enrollment; Tech Prep and other related programs; and career coaches. Career coaches are community college employees based in local high schools to assist students with the process of career planning and preparing for postsecondary education, including university, community college, and apprenticeship education.

New strategies that are currently being employed by the VCCS and that will be expanded in 2007-2008 are establishing professional development designed to better connect secondary and postsecondary education by increasing the number and percentage of secondary teachers eligible to be credentialed for dual-enrollment and

other collaborative endeavors. In 2005-2006, college and high school faculty were brought together as teams by the VCCS in professional development targeted to academic/career and technical integration and integration of technology into both CTE and core academic courses. Regional teams of teachers and faculty came together as a result of this training to collaboratively develop service- and project-based learning activities for students, to develop business partners, to start new dual-enrollment courses, and to articulate programs. In one community college service region, mathematics faculty from the community college and area high schools are regularly meeting to address the high rate of developmental courses being required among high school graduates in that local area and to collaboratively develop strategies to lower that rate. Through local college grants and Perkins leadership funds, additional pilots of teacher-faculty work teams dedicated to solving specific performance issues in CTE programs will be implemented and assessed.

- (I) How you will report on the integration of coherent and rigorous content aligned with challenging academic standards in career and technical education programs in order to adequately evaluate the extent of such integration. [Sec. 122(c)(1)(A)-(L)]**

#### **Secondary and Postsecondary**

Data will be collected through secondary and postsecondary systems that include State Report Card data on industry certifications obtained by students, student completer follow-up, employer follow-up, and information obtained from the performance standards required by Perkins IV for both secondary and postsecondary. This information is provided to the Virginia State Board of Education through our Annual Performance Report for Secondary and Postsecondary Career and Technical Education programs.

<p><b>A-3 through A-7 are not required for the transition plan.</b></p>
---

3. **You must describe how comprehensive professional development (including initial teacher preparation and activities that support recruitment) for career and technical teachers, faculty, administrators, and career guidance and academic counselors will be provided, especially professional development that—**
  - (a) Promotes the integration of coherent and rigorous academic content standards and career and technical education curricula, including through opportunities for academic and career and technical teachers to jointly develop and implement curricula and pedagogical strategies;**
  - (b) Increases the percentage of teachers that meet teacher certification or licensing requirements;**

- (c) Is high quality, sustained, intensive, and focused on instruction, and increases the academic knowledge and understanding of industry standards, as appropriate, of career and technical education teachers;
  - (d) Encourages applied learning that contributes to the academic and career and technical knowledge of the student;
  - (e) Provides the knowledge and skills needed to work with and improve instruction for special populations; and
  - (f) Promotes integration with professional development activities that the State carries out under Title II of the Elementary and Secondary Education Act of 1965, as amended, and Title II of the Higher Education Act of 1965, as amended. [Sec. 122(c)(2)(A)-(G)]
4. You must describe efforts that your agency and eligible recipients will make to improve—
- (a) the recruitment and retention of career and technical education teachers, faculty, and career guidance and academic counselors, including individuals in groups underrepresented in the teaching profession; and
  - (b) the transition to teaching from business and industry, including small business. [Sec. 122(c)(3)(A)-(B)]
5. You must describe efforts that your agency and eligible recipients will make to improve the transition of sub-baccalaureate career and technical education students into baccalaureate degree programs at institutions of higher education. [Sec. 122(c)(4)]
6. You must describe how you will actively involve parents, academic and career and technical education teachers, administrators, faculty, career guidance and academic counselors, local business (including small businesses), and labor organizations in the planning, development, implementation, and evaluation of career and technical education programs in your State. [Sec. 122(c)(5)]
7. You must describe efforts that your agency and eligible recipients will make to—
- (a) Improve the academic and technical skills of students participating in career and technical education programs, including by strengthening the academic and career and technical components of career and technical education programs through the integration of academics with career and technical education to ensure learning in--
    - i. The core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965, as amended); and

- ii. **Career and technical education subjects;**
  - (b) **Provide students with strong experience in, and understanding of, all aspects of an industry; and**
  - (c) **Ensure that students who participate in career and technical education programs are taught to the same challenging academic proficiencies as taught to all other students. [Sec. 122(c)(7)(A)-(C)]**
8. **You must describe how you will provide local educational agencies, area career and technical education schools, and eligible institutions in the State with technical assistance. [Sec. 122(c)(15)]**

### **Secondary**

Technical assistance will be provided to local divisions and other eligible recipients through a variety of methods as follows:

- **Career and Technical Education Program Area Specialists.** The professional staff of the Office of Career and Technical Education Services will provide technical expertise on a continuing basis to local educational agencies, area career and technical education centers, and eligible institutions in the state in the following areas:
  - technical services to teachers, administrators, and teacher educators,
  - coordination of curriculum efforts,
  - presentations on curriculum frameworks and standards to local teachers and administrators,
  - professional development for school personnel in accordance with the identified needs in the State Plan and with the Virginia Department of Education Strategic Plan, and
  - brokering services and leveraging resources in program areas where sufficient DOE capacity may not exist.
- **Virginia Career and Technical Education Curriculum Resource Center (VCTERC).** The VCTERC offers many products and services to assist the Virginia Department of Education and all localities in preparing students for career and lifelong learning. The VCTERC provides the following services and products:
  - assistance in developing and updating curriculum,
  - occupational research analysis,
  - maintenance of a library,
  - assistance with computer database searches,
  - dissemination of curriculum and other products,
  - maintenance of Virginia's Educational Resource System Online (VERSO), and
  - review of locally developed documents.

The VCTERC provides samples of graphics including brochures, program guides, posters, bumper stickers, and bookmarks to assist with recruiting students to CTE programs.

The Virginia Department of Education and the VCTERC support Vocational-Technical Education Consortium of States (V-TECS) activities through a variety of initiatives.

- **Career and Technical Education Student Organizations Specialists.** The career and technical student organizations (CTSOs) have been and will continue to be a significant factor in increased student work skill attainment and development of interpersonal skills. CTSOs, through a program of work that combines leadership development activities and attainment of occupational competencies, will be available to all students enrolled in a career and technical education course. CTSOs will have staff members available to provide technical assistance to localities in implementing a balanced program of work.
- **Federal Program Monitoring System.** All local administrators will receive technical assistance as they participate in the assessment process and the program improvement phase of the monitoring process. Localities will receive technical assistance from career and technical education program specialists and compliance specialists in the Virginia Department of Education. Monitoring workshops will be conducted for local administrators on an annual basis.
- **Career and Technical Education Local Program Reviews.** Technical assistance will be provided by the career and technical education staff to local programs, when requested, for the purpose of program improvement. Specialists' recommendations will provide guidance for program improvement to local career and technical education. Specialists will be available to assist local administrators as they implement the recommendations.
- **HSTW Technical Assistance Visits.** The Office of Career and Technical Education Services will coordinate and facilitate technical assistance visits at one-third of the HSTW sites annually. The purpose of the technical assistance visit is to help school leaders and teachers identify changes that are needed to improve teaching and learning through integrating high-level academic and career and technical education studies. The technical assistance team members will be composed of local school practitioners (teachers, guidance personnel, and administrators), community and business representatives, and state education program specialists. Team members will develop a research-based report that identifies the site's promising or successful practices and outline recommendations for continuous improvement with suggested action steps.
- **Updates for Local Administrators.** Workshops will be held to assist local career and technical education administrators to meet the requirements of the new Perkins IV legislation. Administrators will receive technical assistance in developing a local plan, meeting the Core Standards and Measures of Performance requirements, conducting follow-up activities, data collection, requirements and progress on implementing Perkins IV, local plan requirements,

accountability, program development and improvement, and planning for continued progress.

### **Postsecondary**

The Virginia Community College System will provide technical assistance in improving program performance measures for both postsecondary and Tech Prep programs through the following initiatives:

- The VCCS will continue to provide annual postsecondary and Tech Prep administrative meetings to review performance measures from the preceding year, evaluate changes needed by both the state and local colleges, and address new goals and grant specifications designed to improve program performance;
- The VCCS will provide an annual Career Pathways Academy through which college and school division teams will work with national and state subject experts in areas such as articulation, dual enrollment, curriculum development, business and industry partnerships, developmental education, and more to develop local action plans for improved program performance;
- The VCCS will initiate local site evaluations for a minimum of two colleges per year to both audit adherence to grant specifications for Tech Prep, Postsecondary Perkins, and to provide locally specific coaching on strategies and tactics to improve program performance; and
- The VCCS will continue to meet with each local Tech Prep Steering Committee to review Perkins legislation and emerging models for best practices in career pathways.

**A-9 through A-11 are not required for the transition plan.**

- 9. You must describe how career and technical education in your State relates to your State's and region's occupational opportunities. [Sec. 122(c)(16)]**
- 10. You must describe the methods you propose for the joint planning and coordination of programs carried out under this legislation with other Federal education programs. [Sec. 122(c)(17)]**
- 11. You must describe the procedures you will develop to ensure coordination and non-duplication among programs listed in sections 112(b)(8) and 121(c) of the Workforce Investment Act (Public Law 105-220) concerning the provision of services for postsecondary students and school dropouts. [Sec. 122(c)(20)]**

## **B. Other Department Requirements**

- 1. You must submit a copy of your local applications or plans for secondary and postsecondary eligible recipients, which will meet the requirements in section 134(b) of the Act.**

The applications will be included when the transition plan is submitted to USED.

- 2. You must provide a description of your State's governance structure for career and technical education.**

The Virginia Board of Education acts as the Virginia Career and Technical Education Board with approval authority. The Virginia Department of Education, Office of Career and Technical Education Services serves as the Perkins administrative branch for local school divisions and for the Perkins Title I and Tech Prep funds to the Virginia Community College System. The Virginia Community College System serves as the Perkins and Tech Prep administrative branch for the 23 community colleges.

**B-3 is not required for the transition plan.**

- 3. You must provide a description of the role of postsecondary career and technical education in the one-stop career center delivery system established by Title I of WIA.**

## **III. PROVISION OF SERVICES FOR SPECIAL POPULATIONS**

*States that submit a one-year transition plan must address, at a minimum, its plans or the State's planning process for the following items: A1(a-c). States that submit a six-year State plan must address all of the items below.*

### **A. Statutory Requirements**

- 1. You must describe your program strategies for special populations listed in Section 3(29) of the Act, including a description of how individuals who are members of the special populations—**
  - (a) Will be provided with equal access to activities assisted under the Act.**
  - (b) Will not be discriminated against on the basis of their status as members of special populations; and**

- (c) Will be provided with programs designed to enable the special populations to meet or exceed State adjusted levels of performance, and how you will prepare special populations for further learning and for high-skill, high-wage, or high-demand occupations. [Sec. 122(c)(9)(A)-(C)].**

## **Secondary**

In Virginia, career and technical special needs programs, or Education for Employment (EFE), are specifically designed for students with disabilities or for those identified as disadvantaged, at risk, or diverse learners to prepare them for inclusion in regular career and technical education programs as soon as feasible. EFE programs are provided at various instructional levels within the middle and high schools and include a cooperative education option.

Education for Employment (EFE) is designed for youth with special needs, including students with disabilities and students identified as disadvantaged. Certain EFE courses are designated by state education code for individuals with disabilities, and other EFE courses are specified by the state education code for individuals identified as disadvantaged. The term, students with disabilities, refers to individuals who are mentally, physically, or emotionally disabled. The definition includes students who are mentally challenged, hearing impaired, speech impaired, visually impaired, seriously emotionally disturbed, or orthopedically challenged; and who have other health impairments, or who have specific learning disabilities. The term, disadvantaged, refers to individuals (other than disabled individuals) who have economic or academic disadvantages and who require special services and assistance in order to succeed in career and technical education programs. The term includes individuals who are members of economically disadvantaged families, migrants, students who have limited English proficiency, and individuals who are identified as potential dropouts from secondary schools.

In addition to the EFE courses, programs and courses designed specifically for students with special needs are available within the following program areas: Agricultural Education, Business and Information Technology, Career Connections, and Technology Education. These program areas and Family and Consumer Science, Health and Medical Sciences, Marketing Education, and Technology Education also provide for special needs students through Individualized Educational Plans (IEPs).

Competency-based curriculum guides and publications relating to special needs concerns are provided for all CTE teachers and include suggested instructional methods and resources. Emphasis is placed on career preparation and employability skills, including academic competencies that relate to state initiatives. Professional development efforts include an annual Transition Forum and annual regional workshops provided by the Transition Practitioners' Council.

**(a) Equal Access [Section 122(a)(9)(A)]**

**Secondary and Postsecondary**

Each local recipient shall include in the local plan strategies for increasing the participation of all special population groups in career and technical education. These may include staff development activities related to serving special populations, literature and resources designed to attract special populations to the program, and the sharing of information about program offerings in creative ways that target all special population groups.

**(b) Nondiscrimination [Section 122(a)(9)(B)]**

**Secondary and Postsecondary**

Local recipients will assure in their local plans that discrimination against special populations will not occur and are required to sign a non-discrimination statement pertaining to special populations.

**(c) Programs Designed to Enable Special Populations to Meet or Exceed State Adjusted Levels of Performance [Sec. 122(C)(9)(C)]**

The following programs and courses are designed specifically to provide career preparation for students with special needs:

Education for Employment (EFE) course titles and codes are as follows:

- Introduction 9075 (for Students Identified as Disadvantaged, 18 weeks)
- Introduction 9076 (for Students Identified as Disadvantaged, other than 18 weeks)
- Introduction 9082 (for Students with Disabilities, 18 weeks)
- Introduction 9083 (for Students with Disabilities, other than 18 weeks)
- Level I 9077 (for Students Identified as Disadvantaged, 18 weeks)
- Level I 9078 (for Students Identified as Disadvantaged, other than 18 weeks)
- Level I 9084 (for Students with Disabilities, 18 weeks)
- Level I 9085 (for Students with Disabilities, other than 18 weeks)
- Level II 9079 (for Students Identified as Disadvantaged, 18 weeks)
- Level II 9080 (for Students Identified as Disadvantaged, other than 18 weeks)
- Level II 9086 (for Students with Disabilities, 18 weeks)
- Level II 9087 (for Students with Disabilities, other than 18 weeks)
- Cooperative Education I 9020 (for Students Identified as Disadvantaged)
- Cooperative Education I 9030 (for Students with Disabilities)
- Cooperative Education II 9021 (for Students Identified as Disadvantaged)
- Cooperative Education II 9031 (for Students with Disabilities)

- Specialized programs/courses are available within the regular CTE program areas. In some cases, students in these courses will have an IEP (Individualized Educational Plan).

Curriculum and resource guides developed and immediately available include the following:

- EFE Instructional Framework Guide
- Access to Success: Strategies for Serving Special Populations in Tech Prep Programs
- Teaching Strategies for Diverse Learners
- Library reference materials are available from the VVCRC.

EFE teachers receive professional development annually to enable them to improve their teaching skills in working with special needs students. This professional development opportunity is offered during the annual Virginia Transition Forum, with follow-up regional workshops during the school year. The Virginia Transition Forum is co-sponsored by the Virginia Department of Rehabilitative Services, and the Special Education Office and Career and Technical Education Office of the Virginia Department of Education. The professional development experience includes presentations from special education and CTE educators, as well as nationally noted speakers who are experts in addressing the needs of special populations. The regional workshops provide timely topics and skill development each year. Linking career and technical special needs programs and Virginia's standards for academic excellence established for all students, the Standards of Learning (SOL), is an example of the regional workshops. These efforts represent an ongoing process of preparing special education and CTE educators to work together in a variety of ways to serve the needs of special populations.

The professional organization, VACTE-SND (Virginia Association of Career and Technical Education - Special Needs Division) is being re-organized in Virginia to enhance the delivery of regional and statewide professional development including teacher re-certification. EFE teachers who have demonstrated high proficiency in the career development of special populations serve as leaders of sessions devoted to such topics as high-skill, high-wage, high-demand occupations, and stimulating special needs students to achieve the Virginia Standards of Learning.

**A-2 through A-5 are not required for the transition plan.**

2. **You must describe how you will adequately address the needs of students in alternative education programs, if you have such programs. [Sec. 122(c)(14)]**
3. **You must describe how funds will be used to promote preparation for high-skill, high-wage, or high-demand occupations and non-traditional fields. [Sec. 122(c)(18)]**

4. You must describe how funds will be used to serve individuals in State correctional institutions. [Sec. 122(c)(19)]
5. You must describe how you will require each applicant for funds to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs as contained in section 427(b) of the General Education Provisions Act as amended.

#### IV. ACCOUNTABILITY AND EVALUATION

*States that submit a one-year transition plan must submit all items in this section, except as noted in the box below. States that submit a six-year State plan must complete all items in this section.*

*States that submit a one-year transition plan, along with their eligible recipients, are required to reach agreement on performance levels for the first two program years (July 1, 2007 – June 30, 2008 and July 1, 2008 – June 30, 2009) on only the core indicators under section 113(b) of the Act as provided below:*

	<u>Indicators</u>	<u>Transition Plan</u>	<u>Six-Year Plan</u>
<b>Secondary Level – 10 Indicators</b>			
1S1	Academic Attainment – Reading/Language Arts	X	X
1S2	Academic Attainment – Mathematics	X	X
2S1	Technical Skill Attainment	Not required	X
3S1	Secondary School Diploma	X	X
3S2	GED or Other State-Recognized Equivalent	Not required	X
3S3	Diploma and Other Credential	X	X
4S1	Student Graduation Rates	X	X
5S1	Secondary Placement	Not required	X
6S1	Nontraditional Participation	X	X
6S2	Nontraditional Completion	X	X
<b>Postsecondary/Adult Level – 6 Indicators</b>			
1P1	Technical Skill Attainment	Not required	X
2P1	Industry Certificate Attainment	X	X
3P1	Student Retention	Not required	X
4P1	Student Placement	Not required	X
5P1	Nontraditional Participation	X	X
5P2	Nontraditional Completion	X	X

*States that submit a one-year transition plan must submit a five-year plan prior to the second program year. At that time, the Department will reach agreement on performance levels for program year two (July 1, 2008 – June 30, 2009) for the indicators that were not initially required. The Department will issue further guidance to States prior to the required submission of the five-year plan.*

*States that submit a transition plan, along with their eligible recipients, will not be subject to sanctions under sections 123(a) and (b) of the Act for the first program year for the core indicators that are not required as described above.*

## **A. Statutory Requirements**

- 1. You must describe procedures you will use to obtain input from eligible recipients in establishing measurement definitions and approaches for the core indicators of performance for career and technical education students at the secondary and postsecondary levels, as well as for any other additional indicators of performance identified by the eligible agency. [Sec. 113(b)(1)(A)-(B), sec. 113(b)(2)(A)-(C)]**

The existing Virginia System of Core Standards and Measures of Performance for Secondary and Postsecondary Career and Technical Education Programs is the foundation upon which Perkins III accountability and evaluation requirements were developed. The Office of Career and Technical Education Services gathered input from eligible recipients in the development and implementation of the initial system and will do the same for the Virginia System of Core Standards and Measures of Performance to be utilized for the foundation of the Perkins IV accountability and evaluation requirements, upon finalization of information from the USED Office of Vocational and Adult Education. These steps will need to be modified for the Transitional Plan as the U. S. Department of Education, OVAE is re-defining standards and measures for the Perkins IV. Steps for the final five-year plan for Perkins IV and existing requirements for the transitional year will be adjusted to meet the transitional needs as indicated by the USED, OVAE.

The following procedures were used to obtain input and recommendations for the System of Core Standards and Measures of Performance:

- Organized the State Vocational Technical Education Planning and Review Committee (December 1998);
- Conducted an Interagency Planning Session on implementation of the Act of 1998 (January 28, 1999);
- Aligned the existing core indicators and Perkins II accountability requirements;
- Conducted an orientation meeting of the State Vocational Technical Education Planning Committee (February 18, 1999);
- Conducted presentations on Perkins III accountability requirements during three statewide regional workshops for all secondary vocational education administrators. Input was received on proposed revisions to the secondary System of Core Standards and Measures of Performance (March 1999);

- Conducted a presentation on Perkins III accountability requirements for members of the Virginia State Council on Vocational Education. Received input on proposed revisions to the secondary System of Core Standards and Measures of Performance (March 1999);
- Drafted the state transition plan for establishing and implementing the core indicators, state level of performance for each core indicator of performance, and the existing state indicators and state levels of performance for each additional indicator;
- Proposed the state levels of performance for secondary based on previous performance trends and the extent of changes and modifications necessary for implementation; and
- Conducted a meeting with the State Vocational and Technical Education Planning and Review Committee to review the draft State Plan, obtain input, and recommendations. Based on the recommendations and refinements to be made, the State Vocational and Technical Education Planning and Review Committee recommended that the Proposed State Plan be sent to the State Board of Education for review (May 25, 1999).

**2. You must describe the procedures you will use to obtain input from eligible recipients in establishing a State adjusted level of performance for each of the core indicators of performance for career and technical education students at the secondary and postsecondary levels, as well as State levels of performance for any additional indicators of performance identified by the eligible agency. [Sec. 122(c)(10)(A), sec. 113(b)(3)(B)]**

In Virginia, local school divisions' (defined in the Perkins Act as eligible recipients) performance goals for each of the performance indicators are identical to those the state negotiates with the United States Department of Education for the state-level performance goals.

Recipients of Perkins funds must utilize the Perkins performance indicators and standards to evaluate their career and technical education (CTE) programs. Local recipient performance data are submitted to the Virginia Department of Education for analysis, and are then returned to the local recipient to evaluate its CTE programs. If any of the performance goals fall below state goals, the recipient must submit a local improvement plan. This plan must detail the program improvement strategies to be implemented to ensure further progress towards reaching the performance goals.

**3. You must identify, on the forms in Part III of this guide, the valid and reliable measurement definitions and approaches that you will use for each of the core indicators of performance for career and technical education students at the secondary and postsecondary/adult levels, as well as any additional indicators of performance identified by the eligible agency, that are valid and reliable. You must describe how your proposed definitions and measures are valid and reliable. [Sec. 113(b)(2)(A)-(B)]**

**Section 113(b) of the Act describes the measures that a State must use for student attainment of challenging academic content standards and student academic achievement standards in reading/language arts and mathematics (1S1 and 1S2, respectively) and student graduation rates (4S1). These measures have been pre-populated on the FAUPL form. You do not need to describe how these definitions and measures are valid and reliable in your State plan narrative.**

See pages 61-66 for responses to this. The postsecondary measurements and definitions are not required at this time.

- 4. You must describe how, in the course of developing core indicators of performance and additional indicators of performance, you will align the indicators, to the greatest extent possible, so that information substantially similar to that gathered for other State and Federal programs, or for any other purpose, is used to meet the Act's accountability requirements. [Sec. 113(b)(2)(F)]**

Virginia will continue to utilize the current core indicators of performance that we had for Perkins III and will add the Perkins IV core indicator for GED tracking upon USED finalization on the requirements for this performance standard. Data elements that are collected by the school divisions and reported to the state for other purposes will be coordinated by the Office of Career and Technical Education Services and the Office of Information Management to satisfy Perkins IV accountability requirements. Our current core indicators utilize the data, when appropriate, that are already gathered to meet other state and federal programs, e.g. Virginia's Standards of Learning and No Child Left Behind.

- 5. You must provide, for the first two years covered by the State plan, performance levels for each of the core indicators of performance, except that States submitting one-year transition plans are only required to submit performance levels for part of the indicators as discussed above. For performance levels that are required, the States' performance levels, at a minimum, must be expressed in a percentage or numerical form, so as to be objective, quantifiable, and measurable; and require the State to continually make progress toward improving the performance of career and technical education students. [Sec. 113(b)(3)(A)(i)-(ii)]**

**Section 113(b)(2) of the Perkins Act requires a State to develop valid and reliable core indicators of performance, to propose performance levels in its State plan, and to reach agreement with the Department on "adjusted performance levels" for each of the core indicators. In so doing, the Perkins Act prescribes the measures that a State must use for some of the core indicators.**

- a. Section 113(b)(2)(A)(i) of the Perkins Act requires a State to measure career and technical education students' attainment of "challenging academic content standards" and "student academic achievement standards" that a State adopted pursuant to section 1111(b)(1) of the ESEA. The Perkins Act further requires a State use its State's academic assessments (i.e. the State's**

reading/language arts and mathematics tests) implemented under section 1111(b)(3) of the ESEA to measure career and technical education students' attainment of these State standards. Thus, two of a State's core indicators must be career and technical education students' proficiency in reading/language arts and mathematics as measured under 1111(b)(1) and (3) of the ESEA. Accordingly, under the Perkins Act, a State must report the number or percent of its career and technical education students who score at the proficient level or above on the State's assessments in reading/language arts and mathematics administered under the ESEA to measure the academic proficiency of secondary career and technical education students against the ESEA standards.

To measure attainment of these two core indicators, a State must develop and reach agreement with the Department on "adjusted performance levels," which constitute the State's performance targets for a program year. Permissible targets (i.e. "adjusted performance levels") for these two core indicators would be a State's "annual measurable objectives" (AMOs) from its State's ESEA accountability workbook. (To ensure that a State's schools are making "adequate yearly progress" (AYP) as required under section 1111(b)(2)(A) of the ESEA, section 1111(b)(2)(G) of the ESEA requires a State to establish Statewide AMOs, which identify a single minimum percentage of students who are required to meet or exceed the proficient level on the State's academic assessments each year.) Under the Perkins Act, a State may propose different performance levels (targets) for these two core indicators instead of its AMOs as discussed below.

- b. Section 113(b)(2)(A)(iv) of the Perkins Act requires a State to identify a core indicator to measure for its career and technical education students at the secondary level "student graduation rates (as described in section 1111(b)(2)(C)(vi) of the [ESEA])." Thus, a State must report the number or percent of its career and technical education students whom the State includes as graduated in its graduation rate described under the ESEA. To ensure that a State's schools are making AYP as required under section 1111(b)(2)(A) of the ESEA, some States have established Statewide AMOs for graduation rates under section 1111(b)(2)(C)(vi), and others States have defined AYP only to require improvement in the graduation rate each year.

The Department strongly encourages your State to reach agreement on "adjusted performance levels" required under section 113 of the Perkins Act for the three core indicators discussed in (a) and (b) above that are the same as your State's AMOs that your State adopted to ensure that your State's schools are making AYP as required under section 1111(b)(2) of the ESEA. However, as noted above, your State may not have established AMOs for graduations rates under the ESEA, or your State may wish to propose performance levels for these core indicators that are different from your State's AMOs. If so, your State must provide baseline data using your State's most recent year's achievement

**data or graduation rate under the ESEA, propose performance levels, and reach agreement with the Department on “adjusted performance levels.” (The Secretary is considering whether to issue regulations requiring a State to agree to “adjusted performance levels” under the Perkins Act that are the same as the State’s AMOs or targets for graduation rate under the ESEA. If the Secretary decides to regulate on this issue and adopts final rules, a State may be required to amend its State plan.)**

Virginia will continue to gather data on the same core indicators as we have in the past. The negotiation process with the USED has not taken place at this time, and information on the Final Agreed Upon Performance Levels (FAUPLs) cannot be completed until that occurs. Virginia has, through the last reported year of 2005-2006, met 100 percent of its performance standards.

- 6. You must describe your process for reaching agreement on local adjusted levels of performance if an eligible recipient does not accept the State adjusted levels of performance under section 113(b)(3) of the Act. [Sec. 113(b)(4)(A)(i); sec. 122(c)(10)(B)]**

In Virginia, local performance goals for each of the performance indicators are the same as those negotiated for the state with the United States Department of Education.

Under Perkins IV, local recipients will be able to request negotiation of performance goals for any of the performance indicators. A three-year trend analysis of past performance will be used to establish a baseline of performance for negotiation. It is expected that reasonable, appropriate, and mutually agreeable standards of performance will be reached, and reflected in the local improvement plan that will be submitted.

- 7. You must describe the objective criteria and methods you will use to allow an eligible recipient to request revisions to its local adjusted levels of performance if unanticipated circumstances arise with respect to an eligible recipient. [Sec. 113(b)(4)(A)(vi)]**

A three-year trend analysis of past performance will be used to establish a baseline of performance for negotiation. It is expected that reasonable, appropriate, and mutually agreeable standards of performance will be reached, and reflected in the Local Improvement Plan that will be submitted.

- 8. You must describe how you will report data relating to students participating in career and technical education programs in order to adequately measure the progress of the students, including special populations and students participating in tech prep programs, if applicable, and how you will ensure that the data reported to you from local educational agencies and eligible institutions, and the data that you report to the Secretary, are complete, accurate, and reliable. [Sec. 122(c)(13); sec 205].**

## Secondary

Career and Technical Education Reporting System. Localities that submit electronic data reports are given an access code enabling them to enter an Internet Web site and access the data collection site using their unique identification information.

- Secondary Education Demographic Form (SEDF)
  - Data are collected twice a year (October and March) for Virginia's Standards of Quality (SOQ) funding and federal reporting. All students taking career and technical education courses in grades 6-12 are reported.
  - Data are submitted electronically from LEAs and regional career and technical education centers. Before data are imported into the database, the data management specialist audits each locality's data and checks for complete and correct information. Both the local career and technical administrator and local school superintendent are required to sign that the data are valid or need additional corrections.
  - Two validation reports are completed each year, the first when the first semester data have been submitted and the second at the end of the second data collection cycle in the spring. The second report includes the data from both the first and second semester's collection.
- Secondary Enrollment/Completion Form (CTERS 2 and CTE Completers Demographic)
  - The primary purpose is to collect data for the annual federal report. These data are collected once a year and are due June 30 to the Virginia Department of Education. This report on unduplicated career and technical education students covers grades 9-12.
  - Data are forwarded to the Virginia Department of Education where they are first compared to the locality's fall membership report. If the total number of career and technical education students exceeds the total number of students in the school division, the report is returned to the locality for correction. The correct data are keyed into the database, and individual reports are generated. Each locality's report is compared with the data originally submitted to ensure accuracy of data entry and to check for incomplete or miscalculated data.
- Career and Technical Education Adult Class Report
  - Reports are submitted throughout the fiscal year as classes end. The data are used for the current Perkins formula for secondary programs and for state funding purposes.
  - Data that are submitted are audited to ensure information is correct. Data are submitted electronically to Virginia Polytechnic Institute and State University for data analysis and reported back to the Virginia Department of Education.

## **Postsecondary**

The Virginia Community College currently gathers data related to Perkins performance measures at the state level rather than collecting data from local colleges. Through its Student Information System, the VCCS can track students from one program to another, from one college to another and can pull information on entry and graduation from university programs and on post-graduation employment from the Virginia Employment Commission as well as other state agencies and public records.

To allow for the same consistency in reporting Tech Prep student performance, the VCCS will work with VDOE to implement one of two statewide strategies in 2007-2008 for identifying Tech Prep students. The first of these is a statewide Tech Prep application that would function like an application for a dual-enrollment course in that it would require the student to provide his/her social security number and a parental signature. Use of such an application would allow students to be entered into the current VCCS Student Information System from which point their progress could be followed not only into the community college system but into any state institution of higher education.

The second option currently being explored is to purchase licensures for school divisions and colleges whereby the CATEMA system currently being used by multiple states to identify and follow the progress of Tech Prep secondary students would be available to all school divisions and colleges actively participating in Tech Prep.

- 9. You must describe how your State plans to enter into an agreement with each consortium receiving a grant under Perkins IV to meet a minimum level of performance for each of the performance indicators described in section 113(b) and 203(e) of the Act. [Sec. 204(e)(1)]**

Virginia does not utilize consortia within the state.

- 10. You must describe how you will annually evaluate the effectiveness of career and technical education programs, and describe, to the extent practicable, how you are coordinating those programs with other Federal programs to ensure non-duplication. [Sec. 122(c)(8)]**

The state will annually review local school divisions' performance and progress based on the core indicators and the state-adjusted levels of performance. If standards are not met or if substantial progress is not made, the VDOE staff will conduct an assessment of the educational needs to be addressed to overcome local performance deficiencies.

Virginia will evaluate the effectiveness of career and technical education programs based on the model it has used in the past, which is composed of a seven-step process that supports continuous improvement:

1. conduct a needs assessment by examining data,
2. determine data sources and indicators,
3. examine the data,
4. establish goals,
5. identify related outcomes, practices, and inputs,
6. set performance targets, and
7. monitor performance over time.

Local school divisions will be advised to take a comprehensive approach to program, school, and division-wide improvement through coordinated planning and implementation.

The Department of Education maintains the responsibility for adoption and use of effective methods to monitor compliance with federal and state requirements and to ensure the correction of deficiencies in program operations. The Department of Education's primary focus is to raise academic performance and to affect greater accountability for public education in Virginia. To that end, the DOE's monitoring system provides an individualized approach to compliance monitoring for program improvement.

The individualized monitoring system is composed of a three-phase review process. Phase One requires school divisions to conduct a self-assessment and develop a program improvement or corrective action plan if it is determined that the division is not meeting a requirement. Phase Two requires the DOE to review and analyze the self-assessments and other data about the school divisions and determine whether or not there is a need for an on-site review. Phase Three requires the DOE to conduct timely follow-up with school divisions on the implementation of corrective action plans based on agreed upon timelines.

- Phase One of the monitoring process consists of a self-assessment of programs by school divisions and, if necessary, the development of a program improvement plan when the school division determines that the division is not meeting a requirement. The program improvement plan includes identification of the unmet requirement; specific corrective action taken or planned; dates for implementation of corrective action; person responsible; and the method to monitor compliance. School divisions are provided with a self-assessment instrument in the *Local Improvement Plan* that is provided annually at the Spring Regional CTE Directors' Updates and online at the VDOE, OCTES Web site. School divisions are given the flexibility to determine how to conduct their self-assessments using a diverse committee, including local school personnel and community representatives.
- Phase Two of the monitoring process consists of data analyses by DOE staff members, and the development of a program improvement or corrective action

plan by the local recipient and appropriate DOE, OCTES staff members. Department staff members involved in the monitoring process review and analyze the self-assessments and other data, including local plans and applications, policies and procedures, reimbursement and accountability reports, and previous monitoring reports and corrective action plans for each school division.

- Phase Three of the monitoring process involves the follow up and verification of corrective actions performed by the local school division.

## **B. Other Department Requirements**

- 1. Except as noted above with respect the States submitting one-year transition plans, you must provide all the information requested on the forms provided in Part C of this guide to report accountability data annually to the Secretary under section 113(c)(1)-(2), including:**
  - (b) The definitions that you will use for “participants,” “concentrators,” and “completers” in the core indicators of performance for both secondary and postsecondary/adult levels;**
  - (c) Baseline data for the core indicators of performance under section 113(b)(2) using data from the most-recently completed program year (July 1, 2005 – June 30, 2006); and**
  - (d) Proposed performance levels as discussed above, except that, for the indicators for which your State must your State’s standards, assessments, and graduation rates adopted under Title I of the ESEA, if your State chooses to use its AMOs under the ESEA, you will only have to confirm this information with your Regional Accountability Specialist. Upon your request, the Regional Accountability Specialist will pre-populate the forms in Part C with your State’s AMOs for the 2007-08 and 2008-09 program years and send the forms for you to finish completing.**

See forms in Part C.

## VI. TECH PREP PROGRAMS

***Important Note: States receiving an allotment under sections 111 and 201 may choose to consolidate all, or a portion of, funds received under section 201 with funds received under section 111 in order to carry out the activities described in the State plan submitted under section 122. Only States that will use all or part of their allotment under section 201 need to complete items in this section of the State plan.***

***States that submit a one-year transition plan that includes Title II tech prep programs must address, at a minimum, its plans or the State's planning process for the following items: A(1);B(1); and B(2). States that submit a six-year State plan that includes Title II tech prep programs must address all of the items below.***

### A. Statutory Requirements

- 1. You must describe the competitive basis or formula you will use to award grants to tech-prep consortia. [Sec. 203(a)(1)]**

Tech Prep funding will be allocated on a competitive basis to the colleges that successfully demonstrate (through their applications and prior performance) their ability to successfully fulfill the intent of the VCCS Tech Prep program. Eligible community colleges have the opportunity to receive the following funding award:

- **Basic Level Funding:** One college Tech Prep program [other than Northern Virginia Community College (NVCC) and Tidewater Community College (TCC)] will receive \$95,902. TCC Tech Prep program will receive \$143,853 and NVCC Tech Prep program will receive \$191,804.

The basic level funding must be used to enhance or develop Tech Prep Career Pathways. Any college receiving Tech Prep funds will have demonstrated an ability or the capacity to address career pathway program elements.

As a community college with more than five campuses and more than 70 high schools, Northern Virginia Community College is eligible to apply for funding up to \$191,804. As a community college with four campuses and close to 30 high schools, Tidewater Community College is eligible to apply for funding up to \$143,853. In future grant cycles, performance as well as the number of college campuses and high schools will be factored into the funding level of grant awards.

**A-2 through A-5 are not required for the transition plan.**

- 2. You must describe how you will give special consideration to applications that address the areas identified in section 204(d) of the Act. [Sec. 204(d)(1)-(6)]**

- 3. You must describe how you will ensure an equitable distribution of assistance between urban and rural consortium participants. [Sec. 204(f)]**
- 4. You must describe how your agency will ensure that each funded tech prep program—**
  - (a) Is carried out under an articulation agreement between the participants in the consortium, as defined in section 3(4) of the Act;**
  - (b) Consists of a program of study that meets the requirements of section 203(c)(2)(A)-(G) of the Act;**
  - (c) Includes the development of tech prep programs for secondary and postsecondary education that meet the requirements of section 203(c)(3)(A)-(D) of the Act;**
  - (d) Includes in-service professional development for teachers, faculty, and administrators that meets the requirements of section 203(c)(4)(A)-(F) of the Act.**
  - (e) Includes professional development programs for counselors that meet the requirements of section 203(c)(5)(A)-(F) of the Act;**
  - (f) Provides equal access to the full range of technical preparation programs (including pre-apprenticeship programs) to individuals who are members of special populations, including the development of tech-prep program services appropriate to the needs of special populations [Sec. 203(c)(6)];**
  - (g) Provides for preparatory services that assist participants in tech-prep programs [Sec. 203(c)(7)]; and**
  - (h) Coordinates with activities under Title I. [Sec. 203(c)(8)]**
- 5. You must describe how your State plans to enter into an agreement with each consortium receiving a grant under Perkins IV to meet a minimum level of performance for each of the performance indicators described in sections 113(b) and 203(e) of the Act. [Sec. 204(e)(1)]**

#### **B. Other Department Requirements**

- 1. You must submit a copy of the local application form(s) used to award tech prep funds to consortia and a copy of the technical review criteria used to select winning consortia, if funds are awarded competitively.**

These applications will be included when the transition plan is submitted to the USED.

**2. You must provide a list of the consortia that the State expects to fund and the estimated or projected level of funding for each consortium.**

Blue Ridge Community College	\$ 95,902.00
Central Virginia Community College	\$ 95,902.00
Dabney S. Lancaster Community College	\$ 95,902.00
Eastern Shore Community College	\$ 95,902.00
Germanna Community College	\$ 95,902.00
J. Sargeant Reynolds Community College	\$ 95,902.00
John Tyler Community College	\$ 95,902.00
Lord Fairfax Community College	\$ 95,902.00
Mountain Empire Community College	\$ 95,902.00
New River Community College	\$ 95,902.00
Northern Virginia Community College	\$191,804.00
Patrick Henry Community College	\$ 95,902.00
Paul D. Camp Community College	\$ 95,902.00
Piedmont Community College	\$ 95,902.00
Rappahannock Community College	\$ 95,902.00
Southside Community College	\$ 95,902.00
Southwest Community College	\$ 95,902.00
Thomas Nelson Community College	\$ 95,902.00
Tidewater Community College	\$143,853.00
Virginia Highlands Community College	\$ 95,902.00
Virginia Western Community College	\$ 95,902.00
Wytheville Community College	\$ 95,902.00

## VI. FINANCIAL REQUIREMENTS

*All States must complete this entire section.*

### A. Statutory Requirements

- 1. You must describe how your agency will allocate funds it receives through the allotment made under section 111 of the Act, including any funds that you choose to consolidate under section 202(2) of the Act, will be allocated among career and technical education at the secondary level, or career and technical education at the postsecondary and adult level, or both, including the rationale for such allocation. [Sec. 122(c)(6)(A); Sec. 202(c)]**

In keeping with past practice, for the transition year of 2007-2008, the Department of Education will allocate 85 percent of the basic grant funds to local school divisions and community colleges, 10 percent for state leadership, and 5 percent for state administration. The 85 percent will be allocated based on an 85/15 percent split: 85 percent to secondary programs in local education agencies and 15 percent to postsecondary programs at community colleges.

The Superintendent of Public Instruction will send a letter to the Chancellor of the Community College System asking that rationale for any suggested changes in the current 85/15 percent LEA fund split between secondary career and technical education and postsecondary career and technical education for subsequent years be provided to him in writing.

Virginia is not consolidating Title I and Title II grant funds.

- 2. You must provide the specific dollar allocations made available by the eligible agency for career and technical education programs under section 131(a)-(e) of the Act and how these allocations are distributed to local educational agencies, area career and technical education schools, and educational service agencies within the State. [Section 131(g)]**

See information provided to secondary school divisions in Superintendent's Memo INF # 261, December 15, 2006 – Career and Technical Education Federal Perkins Act Revised Funds for July 1, 2006 Through June 30, 2007 at <http://www.doe.virginia.gov/VDOE/suptsmemos/2006/inf261.html>; and Superintendent's Memo INF# 138, July 21, 2006 – Career and Technical Education Federal Perkins Act Funds for July 1, 2006 Through June 30, 2007 at <http://www.doe.virginia.gov/VDOE/suptsmemos/2006/inf138.html>.

Thirty percent shall be allocated to such local educational agencies in proportion to the number of individuals in preK-12 (as reported to NCES), who reside in the school division served by such local education agency for the preceding fiscal year compared to the total number of such individuals who reside in the school divisions served by all local educational agencies in the state for such preceding fiscal year.

Seventy percent shall be allocated to such local education agencies in proportion to the Census Bureau's estimate of the relative number of children in poverty aged 5 through 17, inclusive, who reside in the school district served by such local educational agency compared to the total number of such individuals who reside in the school divisions served by all local education agencies in the state for the most recent Census Bureau estimate.

Funds are distributed to the local educational agencies through reimbursement requests in the electronic OMEGA system for secondary and through paper reports for postsecondary LEAs.

- 3. You must describe how your agency will allocate any of those funds among any consortia that will be formed among secondary schools and eligible institutions, and how funds will be allocated among the members of the consortia, including the rationale for such allocation. [Sec. 122(c)(6)(B); Sec. 202(c)]**

There are no secondary or postsecondary consortia in Virginia at this time.

- 4. You must describe how you will adjust the data used to make the allocations to reflect any change in school district boundaries that may have occurred since the population and/or enrollment data was collected, and include local educational agencies without geographical boundaries, such as charter schools and secondary schools funded by the Bureau of Indian Affairs. [Sec. 131(a)(3)]**

Does not apply to Virginia.

- 5. You must provide a description of any proposed alternative allocation formula(s) requiring approval by the Secretary as described in section 131(b) or 132(b) of the Act. At a minimum, you must provide an allocation run for eligible recipients using the required elements outlined in section 131(a) and/or section 132(a)(2) of the Act, together with an allocation run using the proposed alternative formula(s). Also you must include a demonstration that the alternative secondary formula more effectively targets funds on the basis of poverty, as described in section 131(b)(1) of the Act; and/or, in the case of an alternative postsecondary formula, a demonstration that the formula described in section 132(a)(2) of the Act does not result in a distribution of funds to eligible recipients that have the highest numbers of economically disadvantaged individuals and that an alternative formula would result in such a distribution.**

Does not apply to Virginia.

## **B. Other Department Requirements**

- 1. You must submit a detailed project budget, using the forms provided in Part B of this guide.**

See Part B forms.

- 2. You must provide a listing of allocations made to consortia (secondary and postsecondary) from funds available under sections 112(a) and (c) of the Act.**

There are no consortia in Virginia at this time.

- 3. You must describe the secondary and postsecondary formulas used to allocate funds available under section 112(a) of the Act, as required by section 131(a) and 132(a) of the Act.**

Virginia utilizes the formulas stated in the Perkins IV act.

- 4. You must describe the competitive basis or formula to be used to award reserve funds under section 112(c) of the Act.**

Virginia does not maintain a reserve fund from the Perkins grant.

- 5. You must describe the procedures used to rank and determine eligible recipients seeking funding under section 112(c) of the Act.**

See answer to Question #4 above.

- 6. You must include a description of the procedures used to determine eligible recipients in rural and sparsely populated areas under section 131(c)(2) or 132(a)(4) of the Act.**

Letters are mailed to superintendents of public school divisions that are eligible for amounts less than \$15,000. Superintendents are asked to describe the reasons why they are unable to enter into a consortia arrangement for the provision of services if their division is located in a rural or sparsely populated area.

This information is reviewed by VDOE staff to ensure that appropriate requirements are met. If the division is approved for funding, a letter indicating the same is mailed to the superintendent and the assistant superintendent of finance, and the VDOE Finance Office is notified.

## I. EDGAR CERTIFICATIONS AND OTHER ASSURANCES

*All States must complete this entire section.*

### A. EDGAR Certifications

**1. You must provide a written and signed certification that—**

- (a) The plan is submitted by the State agency that is eligible to submit the plan. [34 CFR 76.104(a)(1)]** *[Note: The term ‘eligible agency’ means a State board designated or created consistent with State law as the sole State agency responsible for the administration, or the supervision of the administration, of career and technical education in the State. See Sec. 3(12).]*

***CODE OF VIRGINIA, ARTICLE 4. State Board of Career and Technical Education. §22.1-227. Board designated to carry out provisions of federal act.***

The Board of Education is designated as the State Board of Career and Technical Education to carry out the provisions of the federal Vocational Education Act of 1963, as amended, and as such shall promote and administer the provision of agriculture, business, marketing, home economics, health, technology education, trade and industrial education in the public middle and high schools, regional schools established pursuant to §22.1-26, postsecondary institutions, and other eligible institutions for youth and adults.

For the purposes of this section, “promote,” shall not be construed to mandate the implementation of any additional career and technical education programs that are not currently offered. (Code 1950, §22-319; 1980, c.559; 1992, cc. 673, 897; 2001, c 483.) Source: *Virginia School Law Deskbook*, 2006 Edition, page 119.

- (b) The State agency has authority under State law to perform the functions of the State under the program. [34 CFR 76.104(a)(2)]**

See A1(a) above. This section of the *Code of Virginia* designates the Board’s authority to carry out the provisions of this Act.

- (c) The State legally may carry out each provision of the plan. [34 CFR 76.104(a)(3)]**

Please see the answers to A1(a-b) above.

- (d) All provisions of the plan are consistent with State law. [34 CFR 76.104(a)(4)]**

The State Board of Career and Technical Education certifies that all provisions of the Transitional Plan are consistent with state law.

- (e) **A State officer, specified by title in the certification, has authority under State law to receive, hold, and disburse Federal funds made available under the plan. [34 CFR 76.104(a)(5)]** *[Note: If a State wishes for the Department to continue sending the grant award documents directly to the State director, this individual's title needs to be listed on this portion of the assurance.]*

The funds are transmitted to the Virginia Department of Education, with the Office of Career and Technical Education Services having the responsibility to maintain records of receipt, balances, and disbursements and reimbursements. The State Director is Elizabeth M. Russell at [Elizabeth.Russell@doe.virginia.gov](mailto:Elizabeth.Russell@doe.virginia.gov) or telephone at (804) 225-2847.

- (f) **The State officer who submits the plan, specified by title in the certification, has authority to submit the plan. [34 CFR 76.104(a)(6)]**

**§22.1-23. Duties in General.** The Superintendent of Public Instruction shall:

1. serve as secretary of the Board of Education;
- ...
5. perform such other duties as the Board of Education may prescribe. (Virginia School Laws, Section 22.1-23, Code 1950, §§ 22-25, 22-26, 22-28; 1980, c. 559; 2001, cc. 689, 700)

- (g) **The agency that submits the plan has adopted or otherwise formally approved the plan. [34 CFR 76.104(a)(7)]**

Upon approval of this plan by the State Board of Career and Technical Education, this plan becomes the policy of the State Board and has the force and effect of the law.

- (h) **The plan is the basis for State operation and administration of the program. [34 CFR 76.104(a)(8)]**

The State Board certifies that the approved plan will be the basis for the state operation and administration of the program.

## **B. Other Assurances**

1. **You must submit a copy of the State plan into the State Intergovernmental Review Process. [Executive Order 12372; 34 CFR 79]**

Virginia does not have an Intergovernmental Review Process.

2. **You must provide a complete and signed ED Form 80-0013 for certifications regarding lobbying; debarment and suspension, and other matters; and drug-free workplace requirements. [See <http://www.ed.gov/policy/fund/guid/gposbul/gpos12.html>]**

See Appendix, page 70.

2. **You must provide a complete and signed Assurance for Non-Construction Programs Form. [See [http://wdcrobiis08/doc\\_img/sf424b.doc](http://wdcrobiis08/doc_img/sf424b.doc)]**

See Appendix, page 74.

4. **You must provide a signed assurance that you will comply with the requirements of the Act and the provisions of the State plan, including the provision of a financial audit of funds received under the Act which may be included as part of an audit of other Federal or State programs. [Sec. 122(c)(11)]**

The requirements of the *Carl D. Perkins Career and Technical Education Act of 2006* including the provisions of the financial audit of funds received under this title which may be included as part of an audit of other Federal or State programs will be met.

5. **You must provide a signed assurance that none of the funds expended under the Act will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the acquiring entity or the employees of the acquiring entity, or any affiliate of such an organization. [Sec. 122(c)(12)]**

No funds will be expended under the *Carl D. Perkins Career and Technical Education Act of 2006* and the Virginia Procurement Act to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or the employees of the acquiring entity, or any affiliate of such an organization.

6. **You must provide a signed assurance that your State will waive the minimum allocation as required in section 131(c)(1) in any case in which the local educational agency is located in a rural, sparsely populated area or is a public charter school operating secondary school career and technical education programs and demonstrates that it is unable to enter into a consortium for purposes of providing services under the Act. [Section 131(c)(2)]**

Virginia will waive the minimum allocation as required in section 131 (c)(1) in any case in which the local education agency is located in a rural, sparsely populated area or is a public charter school operating secondary school career and technical education programs and demonstrates that it is unable to enter into a consortium for purposes of providing services under the Act. The eligible recipient must submit a letter of request for such waiver.

- 7. You must provide a signed assurance that your State will provide, from non-Federal sources for the costs the eligible agency incurs for the administration of programs under this Act, an amount that is not less than the amount provided by the eligible agency from non-Federal sources for such costs for the preceding fiscal year. [Sec. 323(a)]**

The Virginia State Board of Career and Technical Education assures that the state will provide, from non-federal sources for the costs the eligible agency incurs for the administration of programs under this Act, an amount that is not less than the amount provided by the eligible agency from non-federal sources for such costs for the preceding fiscal year.

- 8. You must provide a signed assurance that your State and eligible recipients that use funds under this Act for in-service and pre-service career and technical education professional development programs for career and technical education teachers, administrators, and other personnel shall, to the extent practicable, upon written request, permit the participation in such programs of career and technical education secondary school teachers, administrators, and other personnel in nonprofit private schools offering career and technical secondary education programs located in the geographical area served by such eligible agency or eligible recipient. [Sec. 317(a)]**

The Virginia State Board of Career and Technical Education assures that the state and eligible recipients that use funds under this Act for in-service and pre-service career and technical education professional development programs for career and technical education teachers, administrators, and other personnel shall, to the extent practicable, upon written request, permit the participation in such programs of career and technical education secondary school teachers, administrators, and other personnel in nonprofit private schools offering career and technical secondary education programs located in the geographical area served by such eligible agency or eligible recipient.

- 9. You must provide a signed assurance that, except as prohibited by State or local law, that an eligible recipient may, upon written request, use funds made available under this Act to provide for the meaningful participation, in career and technical education programs and activities receiving funds under this Act, of secondary school students attending nonprofit private schools who reside in the geographical area served by the eligible recipient. [Sec. 317(b)(1)]**

The Virginia Board of Career and Technical Education assures that, except as prohibited by State or local law, that an eligible recipient may, upon written request, use funds made available under this Act to provide for the meaningful participation, in career and technical education programs and activities receiving funds under this Act, of secondary school students attending nonprofit private schools who reside in the geographical area served by the eligible recipient.

- 10. You must provide a signed assurance that eligible recipients that receive an allotment under this Act will consult, upon written request, in a timely and meaningful manner with representatives of nonprofit private schools in the geographical area served by the eligible recipient regarding the meaningful participation, in career and technical education programs and activities receiving funding under this Act, of secondary school students attending nonprofit private schools. [Sec. 317(b)(2)]**

The Virginia Board of Career and Technical Education assures that eligible recipients that receive an allotment under this Act will consult, upon written request, in a timely and meaningful manner with representatives of nonprofit private schools in the geographical area served by the eligible recipient regarding the meaningful participation, in career and technical education programs and activities receiving funding under this Act, of secondary school students attending nonprofit private schools.

**Legal Name of Applicant Agency (State Educational Agency):**

Virginia Department of Education

**Address:** P. O. Box 2120, Richmond, VA 23218-2120

**Contact Person for Application:**

Name: Elizabeth M. Russell

Position: Director of Career and Technical Education Services

Telephone: (804) 225-2847 Fax: (804) 371-2456

E-mail: Elizabeth.Rusell@doe.virginia.gov

**Printed Name and Title of Authorized State/SEA Representative:**

Dr. Mark E. Emblidge, President

Virginia Board of Career and Technical Education

**Signature of Authorized State/SEA Representative:**

March 29, 2007

**Date**

## **PART B: BUDGET FORMS**

## **INSTRUCTIONS**

**On the attached budget tables, you must identify:**

### **I. Title I: Career and Technical Education Assistance to States**

- |                     |   |
|---------------------|---|
| <b>Line I.A</b>     | <b>The amount of Title I funds available under section 112(a).</b>  |
| <b>Line I.B</b>     | <b>The amount of Title II funds, if any, to be consolidated with Title I funds as described in section 202(a) and (b).</b>        |
| <b>Line I.C</b>     | <b>The total amount of combined Title I and Title II funds.</b>   |
| <b>Line I.D</b>     | <b>The amount, if any, to be reserved under section 112(c).</b>   |
| <b>Line I.D.1</b>   | <b>The percent and amount reserved for secondary recipients.</b>  |
| <b>Line I.D.2</b>   | <b>The percent and amount reserved for postsecondary recipients.</b>  |
| <b>Line I.E.1</b>   | <b>The amount to be made available for eligible recipients for under section 112(a)(1).</b>                                       |
| <b>Line I.E.1.a</b> | <b>The percent and amount slated for secondary recipients.</b>  |
| <b>Line I.E.1.b</b> | <b>The percent and amount slated for postsecondary recipients.</b>  |
| <b>Line I.E.2</b>   | <b>The amount to be made available for State leadership under section 112(a)(2).</b>  |
| <b>Line I.E.2.a</b> | <b>The amount to be made available for services to prepare individuals for non-traditional fields under section 112(a)(2)(B).</b> |
| <b>Line I.E.2.b</b> | <b>The amount to be made available to serve individuals in State institutions, as described in section 112(a)(2)(A).</b>          |
| <b>Line I.E.3</b>   | <b>The percent and amount to be expended for State administration under section 112(a)(3).</b>                                    |
| <b>Line I.F</b>     | <b>The amount to be expended for matching of Federal expenditures for State administration under sections 112(b) and 323.</b>     |

## **II. Title II: Tech Prep Programs**

- Line II.A**      **The amount of funds available under section 201(a).**
- Line II.B**      **The amount of Title II funds, if any, to be consolidated with Title I funds as described in section 202(a).**
- Line II.C**      **The total amount of funds to be used for Title II tech prep programs.**
- Line II.D**      **The amount of funds to be made available for tech-prep consortia under section 203.**
- Line II.D.a**    **The percent of funds to be made available for tech-prep consortia under section 203.**
- Line II.D.b**    **The number of tech-prep consortia to be funded.**
- Line II.E**      **The amount to be expended for State administration under Title II.**
- Line II.E.a**    **The percent of funds to be expended for State administration under Title II.**

**PERKINS IV BUDGET TABLE - PROGRAM YEAR 1**  
 (For Federal Funds to Become Available Beginning on July 1, 2007)  
 Based on preliminary figures.

**I. TITLE I: CAREER AND TECHNICAL EDUCATION ASSISTANCE TO STATES**

A. Total Title I Allocation to the State	<u>\$25,961,709.00</u>
B. Amount of Title II Tech Prep Funds to Be Consolidated with Title I Funds	\$ <u>0.00</u>
C. Total Amount of Combined Title I and Title II Funds to be distributed under section 112 ( <i>Line A + Line B</i> )	<u>\$25,961,709.00</u>
D. Reserve ( <i>not more than 10% of Line C, as applicable</i> )	\$ <u>0.00</u>
1. Secondary Programs ( <u>0</u> % of Title I grant)	\$ _____
2. Postsecondary Programs ( <u>0</u> % of Title I grant)	\$ _____
E. Amount Available for Title I Distribution (Line C less Line D)	<u>\$25,961,709.00</u>
1. Local Formula Distribution ( <i>not less than 85%</i> ) ( <i>Line E x 85%</i> )	<u>\$22,067,452.65</u>
a. Secondary Programs ( <u>85</u> % of Title I grant)	<u>\$18,757,334.75</u>
b. Postsecondary Programs ( <u>15</u> % of Title I grant)	<u>\$ 3,310,117.90</u>
c. Subtotal	<u>\$22,067,452.65</u>
2. Leadership ( <i>not more than 10%</i> ) ( <i>Line E x 10 %</i> )	<u>\$ 2,596,170.90</u>
a. Nontraditional Training and Employment ( <u>\$100,000.00</u> )	
b. Corrections or Institutions ( <u>\$220,000.00</u> )	
3. State Administration (not more than 5%) ( <i>Line E x 5 %</i> )	<u>\$ 1,298,085.45</u>
F. State Match ( <i>from non-federal funds</i> ) <sup>1</sup>	<u>\$ 1,335,569.50</u>

---

<sup>1</sup> The eligible agency must provide non-Federal funds for State administration of its Title I grant in an amount not less than the amount it provided in the preceding year.

**PERKINS IV BUDGET TABLE - PROGRAM YEAR 1**  
(For Federal Funds to Become Available Beginning on July 1, 2007)  
Based on preliminary figures.

**II. TITLE II: TECH PREP PROGRAMS**

- A. Total Title II Allocation to the State \$ 2,419,604.00
- B. Amount of Title II Tech Prep Funds to Be Consolidated  
with Title I Funds \$ 0.00
- C. Amount of Title II Funds to Be Made Available  
For Tech-Prep (*Line A less Line B*) \$ 2,419,604.00
- D. Tech-Prep Funds Earmarked for Consortia \$ 2,347,016.00
- a. Percent for Consortia  
(*Line D divided by Line C*) [97 %]
- b. Number of Consortia 23
- c. Method of Distribution (*check one*):
- X Formula  
(For transitional year; in future years,  
minimum performance measures will  
have to be met by local consortia to  
receive annual grant award.)
- Competitive
- E. Tech-Prep Administration \$ 72,588.00
- a. Percent for Administration  
(*Line E divided by Line C*) [3 %]

## **PART C: ACCOUNTABILITY FORMS**

## INSTRUCTIONS

### I. Definitions of Student Populations

You must provide the definitions that you will use for “participants,” “concentrators,” and “completers” in your career and technical education programs at the secondary and postsecondary/adult levels. These are the students on which you will report data annually to the Secretary under section 113(c)(1)-(2) of the Act.

### II. Identification of Measurement Definitions/Approaches

In Columns 2 and 3 of the Final Agreed Upon Performance Levels (FAUPL) forms, you must provide your valid and reliable measurement definitions and approaches, respectively, for each of the core indicators of performance required under section 113(b) of the Act. Each definition must contain a description of the numerator (the number of individuals achieving an outcome) and a denominator (the number of individuals seeking to achieve an outcome). Measurement definitions and approaches for the core indicators to measure student attainment of challenging academic content standards and student academic achievement standards in reading/language arts and mathematics under the ESEA (1S1 and 1S2, respectively) and student graduation rates under the ESEA (4S1) have been pre-populated on the FAUPL form using the measurement definitions required in section 113(b) of the Act.

### III. Baseline Data

In Column 4, you must provide baseline data, using data for the most recently completed program year (July 1, 2005 – June 30, 2006), on the performance of career and technical education students on each of the core indicators of performance. The Department will use your baseline data as a starting point for reaching agreement with you on the core indicators of performance for the first two program years under section 113(b)(3)(iii) of the Act, except that States that submit a one-year transition plan need to provide baseline data only for the core indicators of performance as provided below:

Indicators		Transition Plan	Six-Year Plan
Secondary Level – 10 Indicators			
1S1	Academic Attainment – Reading/Language Arts	X	X
1S2	Academic Attainment – Mathematics	X	X
2S1	Technical Skill Attainment	Not required	X

Indicators		Transition Plan	Six-Year Plan
Secondary Level – 10 Indicators (con't)			
3S1	Secondary School Diploma	X	X
3S2	GED or Other State-Recognized Equivalent	Not required	X
3S3	Diploma and Other Credential	X	X
4S1	Student Graduation Rates	X	X
5S1	Secondary Placement	Not required	X
6S1	Nontraditional Participation	X	X
6S2	Nontraditional Completion	X	X
Postsecondary/Adult Level – 6 Indicators			
1P1	Technical Skill Attainment	Not required	X
2P1	Industry Certificate Attainment	X	X
3P1	Student Retention	Not required	X
4P1	Student Placement	Not required	X
5P1	Nontraditional Participation	X	X
5P2	Nontraditional Completion	X	X

#### IV. Performance Levels

In Columns 5 and 6, you must provide proposed levels of performance for each of the core indicators of performance for the first two program years (July 1, 2007 – June 30, 2008 and July 1, 2008 – June 30, 2009) as required under section 113(b)(3)(ii) of the Perkins Act except that, for the indicators for which the State must use its State's standards, assessments, and graduation rates adopted under Title I of the ESEA, a State that chooses to use its AMOs under the ESEA will only have to confirm this information with its OVAE Regional Accountability Specialist. At a State's request, the Regional Accountability Specialist will pre-populate the forms in Part C with the State's AMOs for the 2007-08 and 2008-09 program years before sending the forms to you to finish completing. States that submit a one-year transition plan need to provide performance levels only for the core indicators of performance listed in the chart above.

## V. State Confirmation of Final Agreed Upon Performance Levels

After you reach agreement with the Department on your State's final agreed upon adjusted performance levels for the first two program years, you will be asked to confirm these levels via e-mail submission of your State's FAUPL form. Your State's final agreed upon performance levels for the first two program years will be incorporated into your State plan and your July 1, 2007, Perkins grant award.

## I. Definition of Career and Technical Education Student Populations –

### A. Secondary Level

<b>Participants</b> – Students who are enrolled in a state-approved secondary career and technical education program of study.
--

<b>Concentrators</b> – Students who have completed a coherent sequence of courses in a specific career area as identified in the <i>Virginia Department of Education Career and Technical Education Administrative Planning Guide</i> .
---

<b>Completers</b> – Students who have met the requirements for a career and technical concentration or specialization and all requirements for high school graduation or an approved alternative education program.
---

### B. Postsecondary/Adult Level

<b>Participants</b> – Students who are enrolled in a state-approved postsecondary career and technical education program of study.
--

<b>Concentrators</b> – Students who are enrolled in a state-approved postsecondary career and technical education program of study and has completed 12 credit hours or coursework.
---

<b>Completers</b> – Concentrators who receive a certificate, degree, diploma, or business/industry certification or licensure through a state-approved postsecondary career and technical education program of study.
---

## FINAL AGREED UPON PERFORMANCE LEVELS FORM (FAUPL)

### A. SECONDARY LEVEL

Column 1	Column 2	Column 3	Column 4	Column 5 <sup>2</sup>	Column 6 <sup>2</sup>
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline 7/1/05- 6/30/06	Year One 7/1/07- 6/30/08	Year Two 7/1/08- 6/30/09
<b>1S1 Academic Attainment – Reading/Language Arts 113(b)(2)(A)(i)</b>	<p><b>Numerator:</b> Number of concentrators who have met the proficient or advanced level on the Statewide high school <b>reading/language arts</b> assessment administered by the State under Section 1111(b)(3) of the ESEA.</p> <p><b>Denominator:</b> Number of concentrators who took the ESEA assessments in <b>reading/language arts</b> and who have left secondary education in the reporting year.</p>	State and Local Administrative Records	B:_____	<p>L: <i>Will be pre-populated</i></p> <p>A:_____</p>	<p>L: <i>Will be pre-populated</i></p> <p>A:_____</p>
<b>1S2 Academic Attainment - Mathematics 113(b)(2)(A)(i)</b>	<p><b>Numerator:</b> Number of concentrators who have met the proficient or advanced level on the Statewide high school <b>mathematics</b> assessment administered by the State under Section 1111(b)(3) of the ESEA.</p> <p><b>Denominator:</b> Number of concentrators who took the ESEA assessments in <b>mathematics</b> and who have left secondary education in the reporting year.</p>	State and Local Administrative Records	B:_____	<p>L: <i>Will be pre-populated</i></p> <p>A:_____</p>	<p>L: <i>Will be pre-populated</i></p> <p>A:_____</p>

Column 1	Column 2	Column 3	Column 4	Column 5 <sup>2</sup>	Column 6 <sup>2</sup>
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline 7/1/05- 6/30/06	Year One 7/1/07- 6/30/08	Year Two 7/1/08- 6/30/09
<b>2S1 Technical Skill Attainment 113(b)(2)(A)(ii)</b>	<p><b>Numerator:</b> Number of program completers who attain 80 percent of the essential competencies on the state-provided, industry-validated competency list.</p> <p><b>Denominator:</b> Number of program completers.</p>	Program Completion	<b>B:</b> <u>95.00%</u> <sup>1</sup>	<p><b>L:</b> _____</p> <p><b>A:</b> _____</p>	<p><b>L:</b> _____</p> <p><b>A:</b> _____</p>
<b>3S1 Secondary School Diploma 113(b)(2)(A)(iii)(I)</b>	<p><b>Numerator:</b> Number of program completers.</p> <p><b>Denominator:</b> Number of program completers plus the number of students who finished a Career and Technical Education concentration but dropped out of school prior to graduation.</p>	Program completers are those students who complete a career and technical education program and meet the state requirements for a high school diploma.	<b>B:</b> <u>95.00%</u> <sup>1</sup>	<p><b>L:</b> _____</p> <p><b>A:</b> _____</p>	<p><b>L:</b> _____</p> <p><b>A:</b> _____</p>

Column 1	Column 2	Column 3	Column 4	Column 5 <sup>2</sup>	Column 6 <sup>2</sup>
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline 7/1/05- 6/30/06	Year One 7/1/07- 6/30/08	Year Two 7/1/08- 6/30/09
<b>3S2 GED or Other State- Recognized Equivalent 113(b)(2)(A)(iii)(II)</b>	<p><b>Numerator:</b> Insufficient information from USED, OVAE to determine at this time.</p> <p><b>Denominator:</b> Insufficient information from USED, OVAE to determine at this time.</p>	Insufficient information from USED, OVAE to determine at this time.	<b>B<sup>3</sup>:</b> <u>25.00%</u> <sup>1</sup>	<p><b>L<sup>3</sup>:</b> _____</p> <p><b>A<sup>3</sup>:</b> _____</p>	<p><b>L:</b> _____</p> <p><b>A:</b> _____</p>
<b>3S3 Diploma &amp; Other Credential 113(b)(2)(A)(iii)(III)</b>	<p><b>Numerator:</b> N/A. Virginia does not offer a proficiency credential, certificate, or degree in conjunction with a secondary school diploma.</p> <p><b>Denominator:</b> N/A. Virginia does not offer a proficiency credential, certificate, or degree in conjunction with a secondary school diploma.</p>	N/A	<b>B:</b> N/A	<p><b>L:</b> _____</p> <p><b>A:</b> _____</p>	<p><b>L:</b> _____</p> <p><b>A:</b> _____</p>

Column 1	Column 2	Column 3	Column 4	Column 5 <sup>2</sup>	Column 6 <sup>2</sup>
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline 7/1/05- 6/30/06	Year One 7/1/07- 6/30/08	Year Two 7/1/08- 6/30/09
<b>4S1 Student Graduation Rates 113(b)(2)(A)(iv)</b>	<p><b>Numerator:</b> Number of concentrators reported as graduated using your State's approved calculation for graduation rate as defined in your State's ESEA accountability workbook.</p> <p><b>Denominator:</b> Number of concentrators who have left secondary education in the reporting year.</p>	State and local administrative data.	<b>B:</b> _____	<p><b>L:</b> <i>Will be pre-populated</i></p> <p><b>A:</b> _____</p>	<p><b>L:</b> <i>Will be pre-populated</i></p> <p><b>A:</b> _____</p>
<b>5S1 Secondary Placement 113(b)(2)(A)(v)</b>	<p><b>Numerator:</b> Number of respondents who reported placement in employment (including military) and/or further education on the program completer follow-up survey.</p> <p><b>Denominator:</b> Number of program completers who responded to the program completer follow-up survey.</p>	State developed surveys administered by state and local agencies.	<b>B:</b> <u>95.00%</u> <sup>1</sup>	<p><b>L:</b> _____</p> <p><b>A:</b> _____</p>	<p><b>L:</b> _____</p> <p><b>A:</b> _____</p>

Column 1	Column 2	Column 3	Column 4	Column 5 <sup>2</sup>	Column 6 <sup>2</sup>
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline 7/1/05- 6/30/06	Year One 7/1/07- 6/30/08	Year Two 7/1/08- 6/30/09
<b>6S1 Nontraditional Participation 113(b)(2)(A)(vi)</b>	<b>Numerator:</b> Number of students of the non-traditional gender enrolled in non-traditional courses.  <b>Denominator:</b> Number of students enrolled in non-traditional courses.	State and local administrative data.	<b>B:</b> <u>14.00%</u> <sup>1</sup>	<b>L:</b> _____  <b>A:</b> _____	<b>L:</b> _____  <b>A:</b> _____
<b>6S2 Nontraditional Completion 113(b)(2)(A)(vi)</b>	<b>Numerator:</b> Number of students of the non-traditional gender who completed a non-traditional program.  <b>Denominator:</b> Number of students who completed a non-traditional program.	State and local administrative data.	<b>B:</b> <u>13.00%</u> <sup>1</sup>	<b>L:</b> _____  <b>A:</b> _____	<b>L:</b> _____  <b>A:</b> _____

<sup>1</sup>These percentages are based on baseline data given to Virginia from the U.S. Department of Education for 2006-2007 and may be changed by negotiations under the *Carl D. Perkins Career and Technical Education Act of 2006*.

<sup>2</sup>Information in Columns 5 and 6 will be inserted upon completion of the negotiation process with the U. S. Department of Education, Office of Vocational and Adult Education.

<sup>3</sup>B = baseline data; L = locally agreed upon percentage through negotiation with OVAE (state is considered local); and A = actual percentage attained.

**B. POSTSECONDARY/ADULT LEVEL** (Information for postsecondary is not requested at this time.)

<b>Column 1</b>	<b>Column 2</b>	<b>Column 3</b>	<b>Column 4</b>	<b>Column 5</b>	<b>Column 6</b>
<b>Indicator &amp; Citation</b>	<b>Measurement Definition</b>	<b>Measurement Approach</b>	<b>Baseline 7/1/05- 6/30/06</b>	<b>Year One 7/1/07- 6/30/08</b>	<b>Year Two 7/1/08- 6/30/09</b>
<b>1P1 Technical Skill Attainment 113(b)(2)(B)(i)</b>	<b>Numerator:</b>  <b>Denominator:</b>		<b>B:</b>	<b>L:</b>  <b>A:</b>	<b>L:</b>  <b>A:</b>
<b>2P1 Industry Certificate Attainment 113(b)(2)(B)(ii)</b>	<b>Numerator:</b>  <b>Denominator:</b>		<b>B:</b>	<b>L:</b>  <b>A:</b>	<b>L:</b>  <b>A:</b>
<b>3P1 Student Retention 113(b)(2)(B)(iii)</b>	<b>Numerator:</b>  <b>Denominator:</b>		<b>B:</b>	<b>L:</b>  <b>A:</b>	<b>L:</b>  <b>A:</b>
<b>4P1 Student Placement 113(b)(2)(B)(iv)</b>	<b>Numerator:</b>  <b>Denominator:</b>		<b>B:</b>	<b>L:</b>  <b>A:</b>	<b>L:</b>  <b>A:</b>

<b>Column 1</b>	<b>Column 2</b>	<b>Column 3</b>	<b>Column 4</b>	<b>Column 5</b>	<b>Column 6</b>
<b>Indicator &amp; Citation</b>	<b>Measurement Definition</b>	<b>Measurement Approach</b>	<b>Baseline 7/1/05- 6/30/06</b>	<b>Year One 7/1/07- 6/30/08</b>	<b>Year Two 7/1/08- 6/30/09</b>
<b>5P1 Nontraditional Participation 113(b)(2)(B)(v)</b>	<b>Numerator:</b>  <b>Denominator:</b>		<b>B:</b>	<b>L:</b>  <b>A:</b>	<b>L:</b>  <b>A:</b>
<b>5P2 Nontraditional Completion 113(b)(2)(B)(v)</b>	<b>Numerator:</b>  <b>Denominator:</b>		<b>B:</b>	<b>L:</b>  <b>A:</b>	<b>L:</b>  <b>A:</b>

# **APPENDIX**

## **CERTIFICATION FORMS**

## **CERTIFICATIONS REGARDING LOBBYING; DEBARMENT, SUSPENSION AND OTHER RESPONSIBILITY MATTERS; AND DRUG-FREE WORKPLACE REQUIREMENTS**

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of this form provides for compliance with certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying," and 34 CFR Part 85, "Government-wide Debarment and Suspension (Nonprocurement) and Government-wide Requirements for Drug-Free Workplace (Grants)." The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement.

---

### **1. LOBBYING**

As required by Section 1352, Title 31 of the US Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections §82.105 and §82.110, the applicant certifies that:

- (a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;
- (b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "*Disclosure Form to Report Lobbying*," in accordance with its instructions;
- (c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

### **2. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS**

As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR Part 85, for prospective participants in primary covered transactions, as defined at 34 CFR Part 85, Sections §85.105 and §85.110--

A. The applicant certifies that it and its principals:

- (a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;
- (b) Have not within a three-year period preceding this application been convicted or had a civil judgement rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction;

violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;

(c ) Are not presently indicted or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (2) (b) of this certification; and

(d) Have not within a three-year period preceding this application had one or more public transaction (Federal, State, or local) terminated for cause or default; and

B. Where the applicant is unable to certify to any of the statements in this certification, the individual shall attach an explanation to this application.

### **3. DRUG-FREE WORKPLACE (GRANTEES OTHER THAN INDIVIDUALS)**

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections §85.605 and §85.610 -

A. The applicant certifies that it will or will continue to provide a drug-free workplace by:

(a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;

(b) Establishing an on-going drug-free awareness program to inform employees about:

(1) The dangers of drug abuse in the workplace;

(2) The grantee's policy of maintaining a drug-free workplace;

(3) Any available drug counseling, rehabilitation, and employee assistance programs; and

(4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;

(c) Making it a requirement that each employee engaged in the performance of the grant is given a copy of the statement required by paragraph (a);

(d) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will:

(1) Abide by the terms of the statement; and

(2) Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;

(e) Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants Policy and Oversight Staff, US Department of

Education, 400 Maryland Avenue, SW (Room 3652, GSA, Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant;

(f) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted:

(1) Take appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or

(2) Require such an employee to participate satisfactorily in a drug abuse assistance or rehabilitation programs approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;

(g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

B. The grantee may insert in the space provided below the site(s) for the performance of work completed in connection with the specific grant:

Place of Performance (Street address, City, County, State, Zip code)

Virginia Department of Education

101 N. 14<sup>th</sup> Street

James Monroe Building

Richmond, VA 23219

Check [ ] if there are workplaces on file that are not identified here.

**DRUG-FREE WORKPLACE  
(GRANTEES WHO ARE INDIVIDUALS)**

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections §85.605 and §85.610-

A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and

B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction, in writing, within 10 calendar days of the conviction, to: Director, Grants Policy and Oversight Staff, US Department of Education, 400 Maryland Avenue, SW (Room 3652, GSA, Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant.

---

**As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.**

NAME OF APPLICANT

Virginia Department of Education, on behalf of the Virginia Board of Career and Technical Education

PR/AWARD NUMBER AND / OR PROJECT NAME

*Carl D. Perkins Career and Technical Education Act of 2006* Transitional State Plan

PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Dr. Mark. E. Emblidge, President, Virginia Board of Career and Technical Education

SIGNATURE

DATE

March 29, 2007

ED 80-0013

**ASSURANCES – NON-CONSTRUCTION PROGRAMS**

---

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503

**PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.**

---

Note: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.
2. Will give the awarding agency the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits

discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§ 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. § 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.
9. Will comply as applicable, with the provisions of the Davis Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §§874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§ 327-333), regarding labor standards for federally assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968(16 U.S.C. §§1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.

15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133,"Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL:	TITLE: <a href="#">President</a>
APPLICANT ORGANIZATION: <a href="#">Virginia Board of Career and Technical Education</a> <a href="#">Virginia Department of Education</a>	DATE SUBMITTED: <a href="#">March 29, 2007</a>

Previous Edition Update      Authorized for Local Reproduction  
Standard Form 424B (Rev. 7-97) Prescribed by OMB Circular A-102

# Board of Education Agenda Item

Item: J.

Date: March 28, 2007

Topic: First Review of the Proposed Board of Education's *Spirit of the Commonwealth Award*

Presenter: Dr. Cynthia A. Cave, Director, Office of Student Services

Telephone Number: 804-225-2818

E-Mail Address: Cynthia.Cave@doe.virginia.gov

## Origin:

☐ Topic presented for information only (no board action required)

☐ Board review required by

☐ State or federal law or regulation

☐ Board of Education regulation

☒ Other: \_\_\_\_\_

☒ Action requested at this meeting ☐ Action requested at future meeting: \_\_\_\_\_ (date)

## Previous Review/Action:

☐ No previous board review/action

☒ Previous review/action

date April 26, 2006

action Recommendation to the Board of Education by the Student Advisory Committee

## Background Information:

On April 26, 2006, the Board of Education's 2005-2006 Student Advisory Committee presented a recommendation to the Board to create the *Spirit of the Commonwealth Award*. This award would be created and given annually to individual high school juniors who have demonstrated academic achievement, well-rounded participation in school activities, and community and civic responsibility. Individual middle/junior and high schools would also be able to receive an award by providing diverse opportunities for students to serve the community and others in co-curricular and/or extracurricular activities, such as service learning and volunteering experiences.

## Summary of Major Elements:

To implement the award, the following criteria and procedures are proposed.

### The Individual Student Awards

In order to be eligible for an individual award, a student must be nominated by a school division principal, teacher, guidance counselor, or a parent. Nominations should be based on academic

achievement, participation in a variety of service and community/civic activities, leadership, and good character.

Nominated high school juniors would complete an application and submit it with letters of recommendation to their respective principals. Each public high school principal, with the assistance of a school team, would review all applications and select the most qualified applicants in their respective schools. The names of the selected applicants would be forwarded to the school division for review and submission to the Virginia Department of Education. Award recipients would receive letters and certificates of recognition from the Board of Education.

### The Middle and High School Awards

In order to be eligible for an award, a school would be nominated by a principal, teacher, or parents. Nominated schools would have demonstrated success by:

- Provision of diverse opportunities for students to participate in service activities in the school and community
- Recognition of demonstrated student leadership in a variety of areas

Principals of the nominated schools would submit applications to their respective school division administrators for review by a division team. The division team would select the most qualified middle/junior high schools and the most qualified high school recipients. Names of schools would be forwarded to the Department of Education. Award recipients would receive letters and certificates of recognition from the Board of Education.

### **Superintendent's Recommendation:**

The Superintendent of Public Instruction recommends that the Board of Education accept for first review the proposed criteria and process for the *Spirit of the Commonwealth Award*.

### **Impact on Resources:**

The impact on resources is not expected to be significant. There will be some administrative costs to school divisions in preparation and review of applications for the award.

### **Timetable for Further Review/Action:**

Upon final approval, information will be provided to school divisions and to principals about award criteria and procedures.

## ***VIRGINIA SPIRIT OF THE COMMONWEALTH***

**Purpose:** Students across Virginia are using their talents and ambition to make a difference in their schools, neighborhoods and communities. On April 26, 2006, the Board of Education's 2005-2006 Student Advisory Committee acknowledged the importance of promoting student involvement by recommending that the **Spirit of the Commonwealth Award** be developed. The award recognizes:

- Student leadership in the school and community
- Student involvement in clubs, sports, societies, and service organizations
- Academic achievement
- Civic involvement through service to others and volunteerism

The award is also designed for school divisions and parents to recognize middle/junior and high schools that make diverse opportunities available for students in the award areas. These middle/junior and high schools collaborate with community organizations to promote student leadership, involvement, service and civic responsibility.

**Process:** To be eligible, a student must be nominated by a principal, teacher, guidance counselor or parent. Nominated students must submit an application and at least two letters of recommendation to their respective school principals. Each division high school principal, with the assistance of a school team, reviews all applications and selects the most qualified applicants in their respective schools. The names of the selected applicants are forwarded to the school division administrator for review and submission to the Virginia Department of Education.

Middle/junior and high schools nominated by principals, teachers or parents will also be required to complete and submit applications. Principals of the nominated schools would submit their applications to their respective division administrators for review. The school division administrator, with the assistance of a division-level team, is responsible for selecting the most qualified middle, junior and high schools for recognition. The school division forwards the selected award recipient school names to the Virginia Department of Education.

The Department of Education (VDOE) will provide school divisions with a certificate of recognition and a letter of congratulations from the Board of Education for each award recipient. The completed certificates will be sent to school division administrators for presentation to the recipients.

If you have questions or need additional information about the Spirit of the Commonwealth Award, please contact Vivian.Stith-Williams, student services specialist at 804-225-4543 or email, [Vivian.Stith-Williams@doe.virginia.gov](mailto:Vivian.Stith-Williams@doe.virginia.gov).

Attachments

**VIRGINIA SPIRIT OF THE COMMONWEALTH  
AWARD APPLICATION**

**SECTION I**

*(To be completed by student and given to the school principal)*

Name: \_\_\_\_\_  
Last First Middle Date of Birth

Home Address: \_\_\_\_\_ ( ) \_\_\_\_\_  
Number and Street Phone

City/County State Zip Code

High School Attending: \_\_\_\_\_

Principal: \_\_\_\_\_  
School Fax

School Address: \_\_\_\_\_  
Number and Street Phone

\_\_\_\_\_  
City/County State Zip Code

Note: A legible transcript of your high school work MUST accompany this application.

Nominating person: \_\_\_\_\_ Position: \_\_\_\_\_

**SECTION II**  
*(To Be Completed By Student)*

**ESSAYS**

**Please respond to the two questions below on a separate sheet of paper. Your responses to the following questions should be limited to four typed pages (total for both questions), double spaced, 12 point font, with one-inch margins.**

1. The *Virginia Spirit of the Commonwealth Award* recognizes students who have demonstrated academic achievement and participation in diverse opportunities in their schools and communities. Please discuss your participation in co-curricular and/or extracurricular activities, athletics, societies/clubs, and service organizations. Please include volunteer experiences, as well as any leadership experiences within your school and/or community.
  
  
  
  
  
  
  
  
  
  
2. How have the above experiences influenced your perspective on the importance of civic engagement and contributing to one's community? What lessons have you learned from your participation? How have you made a difference? Be specific.

**SECTION III**  
*(Letters of Recommendation)*

Confidential letters of recommendation from at least two people (one from the person making the nomination) not related to the applicant should be filed with this application. These letters should give specific information in regard to the applicant's leadership ability, activities, and character. Letters should include the student's name, how the recommending adults knows the student, if applicable, which courses and/or activities the student has pursued with the recommending adult, and the quality of the student's leadership and participation in school and extracurricular activities.

***THANK YOU!***

**VIRGINIA SPIRIT OF THE COMMONWEALTH  
SCHOOL AWARD APPLICATION**

**SECTION I**

*(To be completed by school principal and submitted to division administrator)*

School Name: \_\_\_\_\_ School Division \_\_\_\_\_

This is a

☐ Middle/Junior high school: Number of students: \_\_\_\_\_

☐ High school: Number of students: \_\_\_\_\_

Principal: \_\_\_\_\_  
\_\_\_\_\_ Fax

School Address: \_\_\_\_\_  
\_\_\_\_\_ Number and Street \_\_\_\_\_ Phone

\_\_\_\_\_  
City/County State Zip Code

Nominating person: \_\_\_\_\_ Position: \_\_\_\_\_

**SECTION II**

*(To be completed by school principal)*

**Please respond to the question below on a separate sheet of paper.**

Describe the opportunities offered to students in the areas of co-curricular and/or extracurricular activities, athletics, societies/clubs, service organizations, recognitions (e.g., scholarships, honors, and awards), service learning and community volunteering experiences. What community partnerships and collaborations (e.g., PTA, non-profit organizations, and businesses) have you enhanced, developed or supported to make these opportunities available? If appropriate, provide the number of students that participate in each activity/program for the past two years.

**THANK YOU!**

# Board of Education Agenda Item

Item: K.

Date: March 29, 2007

**Topic:** Statewide Performance Report for Career and Technical Education and the Virginia Community College System, as a Sub-recipient of Perkins Funds from the Department of Education

**Presenter:** Ms. Elizabeth M. Russell, Director of Career and Technical Education, Department of Education  
Mrs. Elizabeth Creamer, Director, Postsecondary Perkins-Tech Prep, Virginia Community College System

**Telephone Number:** (804) 225-2847 **E-Mail Address:** [Elizabeth.Russell@doe.virginia.gov](mailto:Elizabeth.Russell@doe.virginia.gov)  
(804) 819-4691 [ECreamer@vccs.edu](mailto:ECreamer@vccs.edu)

**Origin:**

☒ Topic presented for information only (no board action required)

☐ Board review required by  
☐ State or federal law or regulation  
☐ Board of Education regulation  
☐ Other: \_\_\_\_\_

☐ Action requested at this meeting ☐ Action requested at future meeting: \_\_\_\_\_ (date)

**Previous Review/Action:**

☒ No previous board review/action

☐ Previous review/action  
date \_\_\_\_\_  
action \_\_\_\_\_

**Background Information:**

The Board of Education approved the Virginia System of Performance Standards and Measures as part of the 2000-2004 State Plan for Career and Technical Education (CTE). The federal Perkins act requires that the results on the negotiated state-adjusted levels of performance for both secondary and postsecondary CTE be communicated to the Board and other audiences. Each school division and the Virginia Community College System receive an annual report of performance.

**Summary of Major Elements**

The Virginia system addresses performance on:

- academic achievement;
- occupational competence;
- nontraditional career preparation;
- successful transition to careers and/or further education;
- employer/employee satisfaction with high school preparation; and
- access and success for special populations as defined by Perkins.

The CTE Annual Performance Report provides results for the first four items. All other results will be provided to each locality in a comprehensive individual Data Analysis Report.

**Superintendent's Recommendation:**

The Superintendent of Public Instruction recommends that the report be accepted as presented, maintained as a part of the Board of Education's meeting records, and communicated to audiences as required by the Perkins legislation.

**Impact on Resources:**

There is minimum impact on resources. The agency's existing resources can absorb costs at this time.

**Timetable for Further Review/Action:**

None

**VIRGINIA DEPARTMENT OF EDUCATION**

**OFFICE OF CAREER AND TECHNICAL EDUCATION SERVICES**

**CAREER AND TECHNICAL EDUCATION  
STATEWIDE ANNUAL PERFORMANCE REPORT**

**2005-2006**

**A.****ACADEMIC ACHIEVEMENT**

**Performance Standard:** Eligible students (grades 9-12) who are enrolled in a career and technical course(s) and also in an academic course(s) for which a Standards of Learning end-of-course test(s) is/are required, will attain a passing score on the Standards of Learning end-of-course tests, contribute to the school's annual accreditation requirements based on the Accreditation Benchmarks<sup>1</sup>, and contribute to annually improving the statewide baseline academic attainment average as determined for federal reporting.

***Percent of Secondary Students Enrolled in Career and Technical Education Courses in Virginia who Passed the 2005-2006 Standards of Learning End-of-Course Tests***

Subject Area	Percent of Test Takers
English	86.99% (100,291 of 115,287)
Mathematics	79.29% (74,219 of 93,606)
History	86.10% (90,938 of 105,615)
Science	80.04% (72,806 of 90,960)

**Note:** The Academic Achievement data in this report represent a sub-population of the total population of test takers and is based on the performance of students enrolled in Career and Technical Education courses in the state. These academic attainment data are completed solely for federal performance and reporting purposes. These data shall in no way be used in conjunction with or interpreted for a school's accreditation status.

<sup>1</sup> The Board set the minimum acceptable pass rates required for a school to achieve the rating of Fully Accredited for:

Year	English	Math	History/Social Sciences	Science
2005-06	70%	70%	70%	70%

**B.****OCCUPATIONAL COMPETENCE**

**Performance Standard:** Ninety-five percent (95.00%) of the career and technical education completers will attain 80 percent of the competencies on the locally validated competency lists.

***Career and Technical Education Program Completers***

Completers Who Attained 80% of The Competencies	Completers <sup>2</sup>	Percent That Attained 80% of The Competencies
30,042	31,275	96.06%

**Note:** A Career and Technical Education Program Completer is a student who has met the requirements for a career and technical concentration or specialization and all requirements for high school graduation or an approved alternative education program.

<sup>2</sup> Includes all completers from the comprehensive high schools and the Career and Technical Education local and regional centers.

## NON-TRADITIONAL CAREER PREPARATION

**Performance Standard:** The total enrollment rate in the state-identified courses for non-traditional career preparation of the gender that comprises less than 25 percent will be 13.47 percent.

**C.**

### *Non-Traditional Career Preparation Enrollment*

Non-Traditional Enrollment	Enrollment of Non-Traditional Courses	Percent of Non-Traditional Enrollment
71,637	240,290	29.81%

**Performance Standard:** The total completion rate of the state-identified content areas for non-traditional career preparation of the gender that comprises less than 25 percent will be 12.22 percent.

**D.**

### *Non-Traditional Career Preparation Completion*

Non-Traditional Completers	Completers of Non-Traditional Programs	Percent of Non-Traditional Completers
5,649	25,626	22.04%

**E.**

## SECONDARY SCHOOL COMPLETION

**Performance Standard:** The completion rate for students in career and technical content areas, including the secondary component of Tech Prep programs, is 95 percent.

### *Secondary School Completion Rate*

$c^3$	$c + d^3$	Completion Rate <sup>3</sup>
31,275	31,542	99.15%

<sup>3</sup> The Completion Rate was calculated using the number of completers (c) reported on the 2005-2006 Completer Demographics Report (CDR) and the number of dropouts (d) who completed a career and technical education program sequence or concentration as reported on the 2005-2006 Division Dropout Report. The formula is  $c \div (c+d)$ .

**F.**

## DIPLOMA/CREDENTIAL

**Performance Standard:** The rate in which students will earn either the Career and Technical Education Board of Education Diploma Seal or the Advanced Mathematics and Technology Board of Education Diploma Seal is to be determined. USED has not set a rate for this standard.

### *Seal Attainment Rate*

Completers Who Earned At Least One of The Two Seals	Completers	Percent That Earned At Least One of The Two Board Seals
18,464	31,275	59.03%

**Note:** Two hundred eighty-eight (288) combined and comprehensive high schools in 125 divisions awarded the Career and Technical Education or the Advanced Mathematics and Technology Board of Education Diploma Seals during the 2005-2006 school year.

**G.****TRANSITION**

**Performance Standard:** Students who are career and technical completers/graduates will successfully transition at a combined rate of 94.95 percent from secondary school to employment, apprenticeship, military or other service, further education, or full-time equivalency of part-time combinations of transition indicators.

**2005 Completer Transition Rate**

Completers Who Transitioned	Completers Who Indicated Transition Status	Transition Rate
21,489	22,505	95.49%

**2005 Completer Response Rate**

Completers Who Responded to The Survey	2005 Completers	Completer Response Rate
22,505	29,807	75.50%

**2005-2006 STATEWIDE PERFORMANCE SUMMARY**

Standard	Met	Not Met
A. Academic Achievement	✓	
B. Occupational Competence	✓	
C. Non-Traditional Career Enrollment	✓	
D. Non-Traditional Career Completion	✓	
E. Secondary School Completion	✓	
F. Diploma/Credential <sup>1</sup>	—	—
G. Completer Transition Rate	✓	

<sup>1</sup>The Performance Standard is not applicable for 2005-2006.

## 2005-2006 STATEWIDE PERFORMANCE SUMMARY BY DIVISION \*

- ✓ Performance meets or exceeds the 2005-2006 Performance Standards.
- ✗ Performance does not meet the 2005-2006 Performance Standards.
- ◆ Refer to the individual school data for detailed results.
- Performance measure does not apply for 2005-2006.

- A. Academic Achievement
- B. Occupational Competence
- C. Non-Traditional Career Enrollment
- D. Non-Traditional Career Completion
- E. Secondary School Completion
- F. Diploma/Credential
- G. Completer Transition Rate

Division	Standards						
	A	B	C	D	E	F	G
Accomack County Public Schools	◆	✓	✓	✓	✓	–	✗
Albemarle County Public Schools	◆	✓	✓	✓	✓	–	✓
Alexandria City Public Schools	◆	✓	✓	✓	✓	–	✓
Alleghany County Public Schools	◆	✓	✗	✗	✓	–	✗
Amelia County Public Schools	◆	✓	✓	✗	✓	–	✗
Amelia-Nottoway Technical Center	–	✗	✓	✗	–	–	✗
Amherst County Public Schools	◆	✓	✓	✓	✓	–	✗
Appomattox County Public Schools	◆	✓	✓	✓	✓	–	✓
Arlington County Public Schools	◆	✗	✓	✓	✓	–	✓
Augusta County Public Schools	◆	✓	✓	✓	✓	–	✓
Bath County Public Schools	◆	✓	✓	✓	✓	–	✓
Bedford County Public Schools	◆	✓	✓	✗	✓	–	✗
Bland County Public Schools	◆	✓	✓	✓	✓	–	✗
Botetourt County Public Schools	◆	✓	✓	✓	✓	–	✓
Bristol City Public Schools	◆	✓	✓	✓	✓	–	✓
Brunswick County Public Schools	◆	✓	✓	✓	✓	–	✗
Buchanan County Public Schools	◆	✓	✓	✓	✓	–	✗
Buckingham County Public Schools	◆	✓	✓	✗	✓	–	✗
Buena Vista City Public Schools	◆	✓	✓	✓	✓	–	✓
Campbell County Public Schools	◆	✓	✓	✗	✓	–	✓
Caroline County Public Schools	◆	✓	✓	✓	✓	–	✗
Carroll County Public Schools	◆	✓	✓	✓	✓	–	✓
Charles City County Public Schools	◆	✓	✓	✓	✓	–	✗
Charlotte County Public Schools	◆	✓	✓	✓	✓	–	✓
Charlottesville Albemarle Technical Ctr	–	✗	✗	✓	–	–	✗
Charlottesville City Public Schools	◆	✓	✓	✓	✓	–	✓
Chesapeake City Public Schools	◆	✓	✓	✓	✓	–	✓
Chesterfield County Public Schools	◆	✗	✓	✓	✓	–	✓
Clarke County Public Schools	◆	✓	✓	✓	✓	–	✓
Colonial Beach Public Schools	◆	✓	✓	✓	✓	–	✗
Colonial Heights City Public Schools	◆	✓	✓	✓	✓	–	✗
Covington City Public Schools	◆	✓	✓	✓	✓	–	✓
Craig County Public Schools	◆	✗	✓	✓	✓	–	✗
Culpeper County Public Schools	◆	✓	✓	✓	✓	–	✗
Cumberland County Public Schools	◆	✓	✓	✗	✓	–	✗
Danville City Public Schools	◆	✓	✓	✓	✓	–	✗
Dickenson County Public Schools	◆	✗	✓	✓	✓	–	✗
Dinwiddie County Public Schools	◆	✓	✓	✓	✓	–	✗
Essex County Public Schools	◆	✓	✓	✓	✓	–	✗
Fairfax County Public Schools	◆	✗	✓	✓	✓	–	✓
Falls Church City Public Schools	◆	✓	✓	✓	✓	–	✓
Fauquier County Public Schools	◆	✓	✓	✓	✓	–	✓

Division	Standards						
	A	B	C	D	E	F	G
Floyd County Public Schools	◆	✓	✓	✗	✓	–	✗
Fluvanna County Public Schools	◆	✓	✓	✓	✓	–	✓
Franklin City Public Schools	◆	✓	✓	✗	✓	–	✓
Franklin County Public Schools	◆	✓	✓	✓	✓	–	✗
Frederick County Public Schools	◆	✓	✓	✓	✓	–	✓
Fredericksburg City Public Schools	◆	✓	✓	✓	✓	–	✗
Galax City Public Schools	◆	✓	✓	✓	✓	–	✓
Giles County Public Schools	◆	✓	✓	✗	✓	–	✓
Gloucester County Public Schools	◆	✓	✓	✗	✓	–	✓
Goochland County Public Schools	◆	✓	✓	✓	✓	–	✓
Grayson County Public Schools	◆	✓	✓	✓	✓	–	✓
Greene County Public Schools	◆	✓	✓	✗	✓	–	✗
Greensville County Public Schools	◆	✓	✓	✓	✓	–	✓
Halifax County Public Schools	◆	✓	✓	✓	✓	–	✗
Hampton City Public Schools	◆	✓	✓	✗	✓	–	✗
Hanover County Public Schools	◆	✓	✓	✓	✓	–	✓
Harrisonburg City Public Schools	◆	✓	✓	✓	✓	–	✗
Henrico County Public Schools	◆	✓	✓	✓	✓	–	✓
Henry County Public Schools	◆	✓	✓	✓	✓	–	✗
Highland County Public Schools	◆	✓	✓	✓	✓	–	✓
Hopewell City Public Schools	◆	✓	✓	✓	✓	–	✗
Isle of Wight County Public Schools	◆	✓	✓	✓	✓	–	✓
Jackson River Technical Center	–	✓	✓	✓	–	–	✗
King and Queen County Public Schools	◆	✓	✓	✓	✓	–	✗
King George County Public Schools	◆	✓	✓	✗	✓	–	✗
King William County Public Schools	◆	✓	✓	✗	✓	–	✓
Lancaster County Public Schools	◆	✓	✓	✓	✓	–	✓
Lee County Public Schools	◆	✓	✓	✓	✓	–	✗
Loudoun County Public Schools	◆	✓	✓	✗	✓	–	✓
Louisa County Public Schools	◆	✓	✓	✓	✓	–	✗
Lunenburg County Public Schools	◆	✓	✓	✓	✓	–	✗
Lynchburg City Public Schools	◆	✓	✓	✓	✓	–	✗
Madison County Public Schools	◆	✗	✓	✗	✓	–	✓
Manassas City Public Schools	◆	✓	✓	✓	✓	–	✗
Manassas Park City Public Schools	◆	✓	✓	✓	✓	–	✗
Martinsville City Public Schools	◆	✓	✓	✗	✓	–	✓
Massanutten Technical Center	–	✓	✓	✓	–	–	✓
Mathews County Public Schools	◆	✓	✓	✓	✓	–	✗
Mecklenburg County Public Schools	◆	✓	✓	✗	✓	–	✓
Middlesex County Public Schools	◆	✓	✓	✓	✓	–	✓
Montgomery County Public Schools	◆	✓	✓	✓	✓	–	✗
Nelson County Public Schools	◆	✓	✓	✗	✓	–	✓

## 2005-2006 STATEWIDE PERFORMANCE SUMMARY BY DIVISION \*

- ✓ Performance meets or exceeds the 2005-2006 Performance Standards.
- ✗ Performance does not meet the 2005-2006 Performance Standards.
- ◆ Refer to the individual school data for results.
- Performance measure does not apply for 2005-2006.

- A. Academic Achievement
- B. Occupational Competence
- C. Non-Traditional Career Enrollment
- D. Non-Traditional Career Completion
- E. Secondary School Completion
- F. Diploma/Credential
- G. Completer Transition Rate

Division	Standards						
	A	B	C	D	E	F	G
New Horizons Technical Center	–	✓	✓	✓	–	–	✗
New Kent County Public Schools	◆	✗	✓	✓	✓	–	✗
Newport News City Public Schools	◆	✓	✓	✗	✓	–	✗
Norfolk City Public Schools	◆	✓	✓	✓	✓	–	✗
Northampton County Public Schools	◆	✓	✓	✗	✓	–	✓
Northern Neck Technical Center	–	✓	✗	✗	–	–	✗
Northumberland County Public Schools	◆	✓	✓	✗	✓	–	✗
Norton City Public Schools	◆	✓	✓	✗	✓	–	✗
Nottoway County Public Schools	◆	✓	✓	✓	✓	–	✗
Orange County Public Schools	◆	✓	✓	✓	✓	–	✗
Page County Public Schools	◆	✓	✓	✓	✓	–	✗
Patrick County Public Schools	◆	✓	✓	✗	✓	–	✓
Petersburg City Public Schools	◆	✓	✓	✓	✓	–	✓
Pittsylvania County Public Schools	◆	✓	✓	✓	✓	–	✗
Poquoson City Public Schools	◆	✓	✓	✓	✓	–	✓
Portsmouth City Public Schools	◆	✗	✓	✓	✓	–	✗
Powhatan County Public Schools	◆	✓	✓	✗	✓	–	✓
Prince Edward County Public Schools	◆	✓	✓	✓	✓	–	✗
Prince George County Public Schools	◆	✓	✓	✓	✓	–	✓
Prince William County Public Schools	◆	✗	✓	✗	✓	–	✓
Pulaski County Public Schools	◆	✓	✓	✓	✓	–	✓
Radford City Public Schools	◆	✓	✓	✓	✓	–	✗
Rappahannock County Public Schools	◆	✗	✓	✓	✓	–	✓
Richmond City Public Schools	◆	✓	✓	✓	✓	–	✗
Richmond County Public Schools	◆	✓	✓	✗	✓	–	✓
Roanoke City Public Schools	◆	✓	✓	✓	✓	–	✗
Roanoke County Public Schools	◆	✓	✓	✓	✓	–	✓
Rockbridge County Public Schools	◆	✗	✓	✓	✓	–	✗

Division	Standards						
	A	B	C	D	E	F	G
Rockingham County Public Schools	◆	✓	✓	✓	✓	–	✓
Rowanty Technical Center	–	✓	✗	✗	–	–	✗
Russell County Public Schools	◆	✓	✓	✓	✓	–	✗
Salem City Public Schools	◆	✓	✓	✓	✓	–	✓
Scott County Public Schools	◆	✓	✓	✓	✓	–	✗
Shenandoah County Public Schools	◆	✓	✓	✓	✓	–	✓
Smyth County Public Schools	◆	✗	✓	✗	✓	–	✗
Southampton County Public Schools	◆	✓	✓	✓	✓	–	✗
Spotsylvania County Public Schools	◆	✓	✓	✗	✓	–	✗
Stafford County Public Schools	◆	✓	✓	✓	✓	–	✓
Staunton City Public Schools	◆	✓	✓	✗	✓	–	✓
Suffolk City Public Schools	◆	✓	✓	✓	✓	–	✓
Surry County Public Schools	◆	✓	✓	✓	✓	–	✓
Sussex County Public Schools	◆	✗	✓	✓	✓	–	✗
Tazewell County Public Schools	◆	✗	✓	✓	✓	–	✓
The Pruden Center for Ind and Technology	–	✓	✗	✓	–	–	✓
Valley Vocational Technical Center	–	✗	✓	✗	–	–	✓
Virginia Beach City Public Schools	◆	✗	✓	✓	✓	–	✓
Warren County Public Schools	◆	✓	✓	✗	✓	–	✓
Washington County Public Schools	◆	✓	✓	✓	✓	–	✓
Waynesboro City Public Schools	◆	✓	✓	✓	✓	–	✓
West Point Public Schools	◆	✓	✓	✓	✓	–	✓
Westmoreland County Public Schools	◆	✓	✓	✓	✓	–	✗
Williamsburg-James City County Public Schools	◆	✓	✓	✓	✓	–	✓
Winchester City Public Schools	◆	✓	✓	✓	✓	–	✓
Wise County Public Schools	◆	✓	✓	✓	✓	–	✗
Wythe County Public Schools	◆	✓	✓	✗	✓	–	✗
York County Public Schools	◆	✓	✓	✓	✓	–	✓

\* Based on data reported to United States Department of Education, December 31, 2006.

VIRGINIA DEPARTMENT OF EDUCATION

OFFICE OF CAREER AND TECHNICAL EDUCATION SERVICES

**CAREER AND TECHNICAL EDUCATION  
STATEWIDE ANNUAL PERFORMANCE REPORT  
FOR STUDENTS PARTICIPATING IN**

**SECONDARY TECH PREP PROGRAMS**

**2005-2006**

## ACADEMIC ACHIEVEMENT

**Performance Standard:** Eligible students (9-12 grades) who are enrolled in a career and technical course(s) and also in an academic course(s) for which a Standards of Learning end-of-course test(s) is/are required, will attain a passing score on the Standards of Learning end-of-course tests, contribute to the school's annual accreditation requirements based on the Accreditation Benchmarks<sup>1</sup>, and contribute to annually improving the statewide baseline academic attainment average as determined for federal reporting.

### *Percent of Secondary Students Enrolled in Career and Technical Education Courses in Virginia who Passed the 2005-2006 Standards of Learning End-of-Course Tests*

Subject Area	
English	88.74% (32,386 of 36,495)
Mathematics	79.29% (21,560 of 27,191)
History	86.80% (26,713 of 30,773)
Science	79.75% (21,488 of 26,944)

**Note:** The Academic Achievement data in this report represents a sub-population of the total population of test takers and is based on the performance of students enrolled in Career and Technical Education courses in the state. This academic attainment data is composed solely for federal performance and reporting purposes. These data shall in no way be used in conjunction with or interpreted for a school's accreditation status.

<sup>1</sup> The Board set the minimum acceptable pass rates required for a school to achieve the rating of Fully Accredited for:

Year	English	Math	History/Social Sciences	Science
2005-06	70%	70%	70%	70%

## OCCUPATIONAL COMPETENCE

**Performance Standard:** Ninety-five percent (95.00%) of the career and technical education completers will attain 80 percent of the competencies on the locally validated competency lists.

### *Career and Technical Education Program Completers*

Completers Who Attained 80% of The Competencies	Completers <sup>2</sup>	Percent That Attained 80% of The Competencies
12,705	13,108	96.93%

**Note:** A Career and Technical Education Program Completer is a student who has met the requirements for a career and technical concentration or specialization and all requirements for high school graduation or an approved alternative education program.

<sup>2</sup> Includes all completers from the comprehensive high schools and the Career and Technical Education local and regional centers.

---

## NON-TRADITIONAL CAREER PREPARATION

---

**Performance Standard:** The total completion rate of the state-identified content areas for non-traditional career preparation of the gender that comprise less than 25 percent will be 12.22%

### *Non-Traditional Career Preparation Completion*

Non-Traditional Completers	Completers of Non-Traditional Programs	Percent of Non-Traditional Completers
2,459	10,649	23.09%

---

## DIPLOMA/CREDENTIAL

---

**Performance Standard:** The rate in which students will earn either the Career and Technical Education Board of Education Diploma Seal or the Advanced Mathematics and Technology Board of Education Diploma Seal is to be determined. USED has not set a rate for this standard.

### *Seal Attainment Rate*

Completers Who Earned At Least One of The Two Seals	Completers	Percent That Earned At Least One of The Two Board Seals
7,887	13,108	60.16%

---

## TRANSITION

---

**Performance Standard:** Students who are career and technical completers/graduates will successfully transition at a combined rate of 94.95% from secondary school to employment, apprenticeship, military or other service, further education, or full-time equivalency of part-time combinations of transition indicators.

### *2005 Completer Transition Rate*

Completers Who Transitioned	Completers Who Indicated Transition Status	Transition Rate
9,162	9,518	96.25%

### *2005 Completer Response Rate*

Completers Who Responded to The Survey	2005 Completers	Completer Response Rate
9,518	12,177	78.16%

**Note:** The target response rate was 75%.

---

## 2005-2006 TECH PREP STATEWIDE PERFORMANCE SUMMARY

---

Standard	Met	Not Met
Academic Achievement	✓ (♦)	
Occupational Competence	✓	
Non-Traditional Career Completion	✓	
Completer Transition Rate	✓	

♦ Refer to the individual school data for results.

Perkins Core Performance Measures  
Results and Targets  
2005-2006



Report Prepared by Wendy Kang  
Data Compiled by Garry Taylor

Workforce Development Services  
January 2007

# VIRGINIA COMMUNITY COLLEGE SYSTEM

## PERFORMANCE ON PERKINS CORE PERFORMANCE STANDARDS AND MEASURES

### FOR 2005-2006

#### OVERVIEW

Each year, the Virginia Community College System (VCCS) is required to report performance on seven federally-established Perkins measures and is expected to meet established targets. These measures focus on skills attainment, graduation, placement (employment or further study), retention in enrollment, and nontraditional gender representation. The Perkins program annually provides over \$3.4 million to community colleges in Virginia to develop and/or enhance certificate- or degree-bearing occupational and technical programs.

For the 2005-2006 year, the VCCS met or exceeded five of the seven Perkins performance targets. The table below provides data on the VCCS actual performance on the seven performance measures compared to the VCCS target.

<b>VCCS PERFORMANCE ON PERKINS PERFORMANCE MEASURES FOR 2005-2006 SCHOOL YEAR</b>			
<b>Performance Measure</b>	<b>VCCS Actual</b>	<b>VCCS Target</b>	<b>Target Met</b>
Academic Skills Attainment (1P1)	77.99	74.99	√
Technical Skills Attainment (1P2)	86.84	86.33	√
Graduation (2P1)	16.89	17.86	
Employment/Further Study (3P1)	75.07	70.20	√
Retention in Employment (3P2)	94.08	90.45	√
Nontraditional Gender Representation in Enrollment (4P1)	20.32	19.86	√
Nontraditional Gender Representation in Graduates (4P2)	21.89	27.00	

Individual performance across the 23 community colleges varied. Two colleges met all of the performance targets. Ten colleges met all but one or two targets and the remaining did not meet three or more targets.

With the reauthorization of Perkins in 2006, USED has proposed new definitions and revised measures. VCCS is in the process of reviewing the current measures and adapting them to the new guidelines. The new measures and guidelines will be completed and submitted in the five-year plan due in 2008.

The following pages provide a background on the Perkins program and performance measures, VCCS performance on Perkins measures over time, college performance on the measures for this year, and the future of Perkins performance measures.

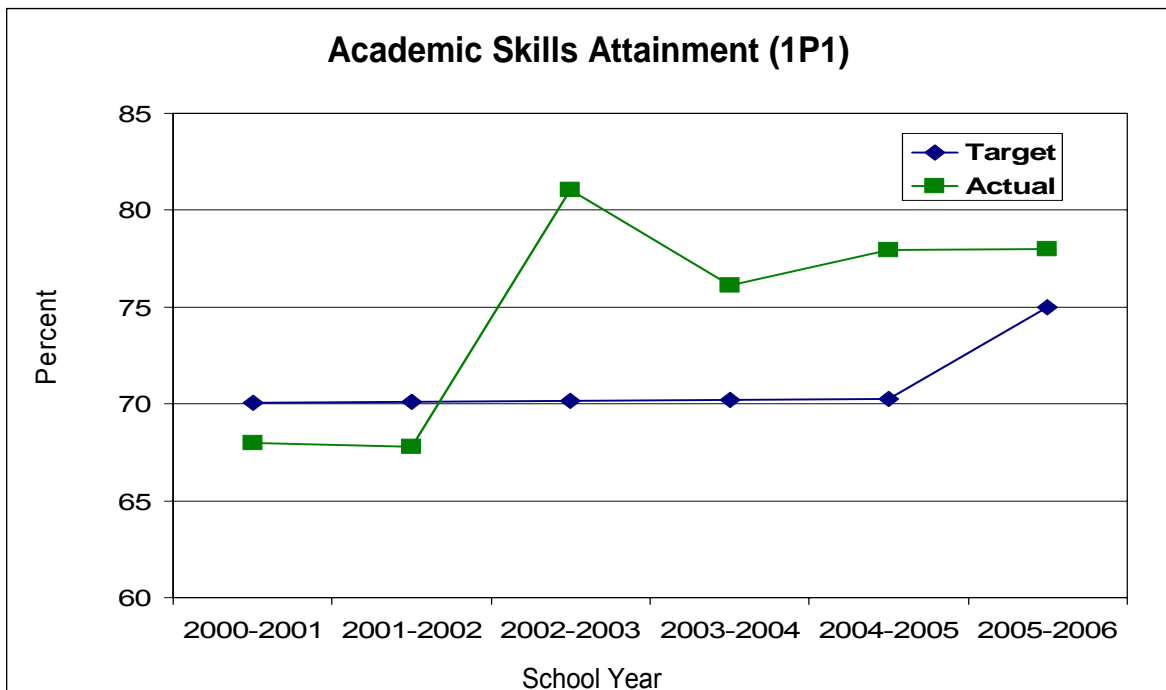
PERKINS CORE INDICATORS AND RELATED PERFORMANCE MEASURES	
Core Indicator	Measure(s)
Student Attainment	1. Academic skill attainment 2. Vocational skill attainment
Completion	3. Graduation
Placement	4. Employment or further study 5. Retention in employment
Gender Equity	6. Gender representation in enrollments 7. Gender representation in graduates

## VCCS PERFORMANCE ON PERKINS MEASURES

Each state negotiates target levels of performance with the USED. These targets are incorporated into each state's annual Perkins plan. The following section provides a depiction of VCCS performance on each of the measures over the last six years.

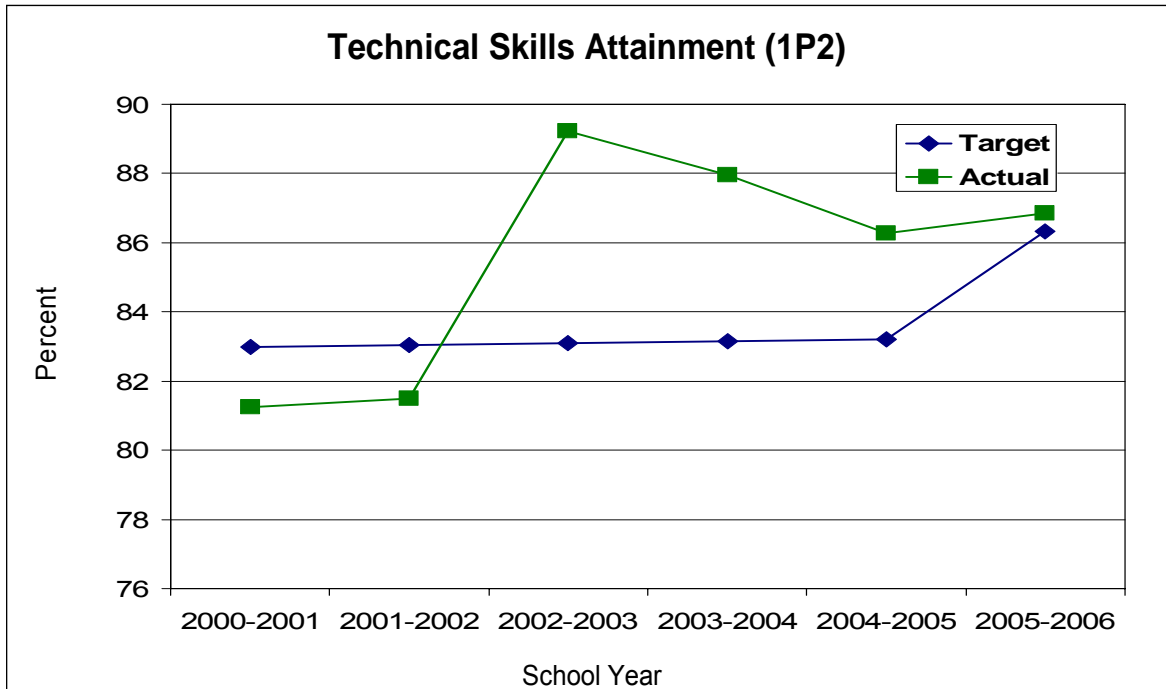
### 1P1 Academic Skills Attainment

For the last four years, VCCS has exceeded the academic skills attainment measure (see graph below). Colleges have continually concentrated funding and efforts to improve skills attainment through initiatives, such as enhancement of curriculum, on-line instructional services, and the provision of tutoring.



## 1P2 Technical Skills Attainment

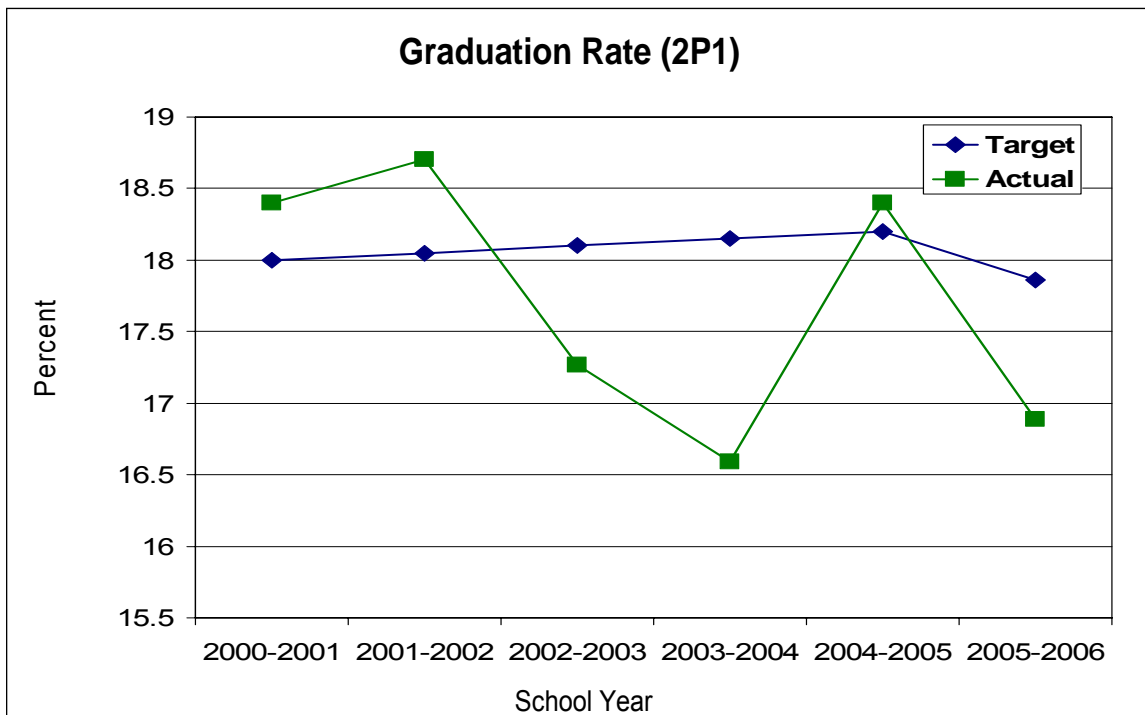
Similar to the academic skills attainment, VCCS has exceeded targets for this measure over the last four years (see graph below). Colleges have continually concentrated funding and efforts to improve skills attainment through initiatives, such as enhancement of curriculum, upgrading of computers, and certification of programs and faculty.



## 2P1 Graduation Rate

For the 2005-2006 year, VCCS missed the graduation target (see graph below) by approximately one percent. Based on the current definition of first-time, full-time students completing within three years, this one percent difference equates to approximately 33 students. Colleges provide services to improve the graduation rate through the development of articulation agreements with universities to encourage students to complete and transfer to four year education, the implementation of distance education courses to provide easier access to courses, and the development of learning communities for students with similar interests, demographics, etc. to provide individuals with a support network.

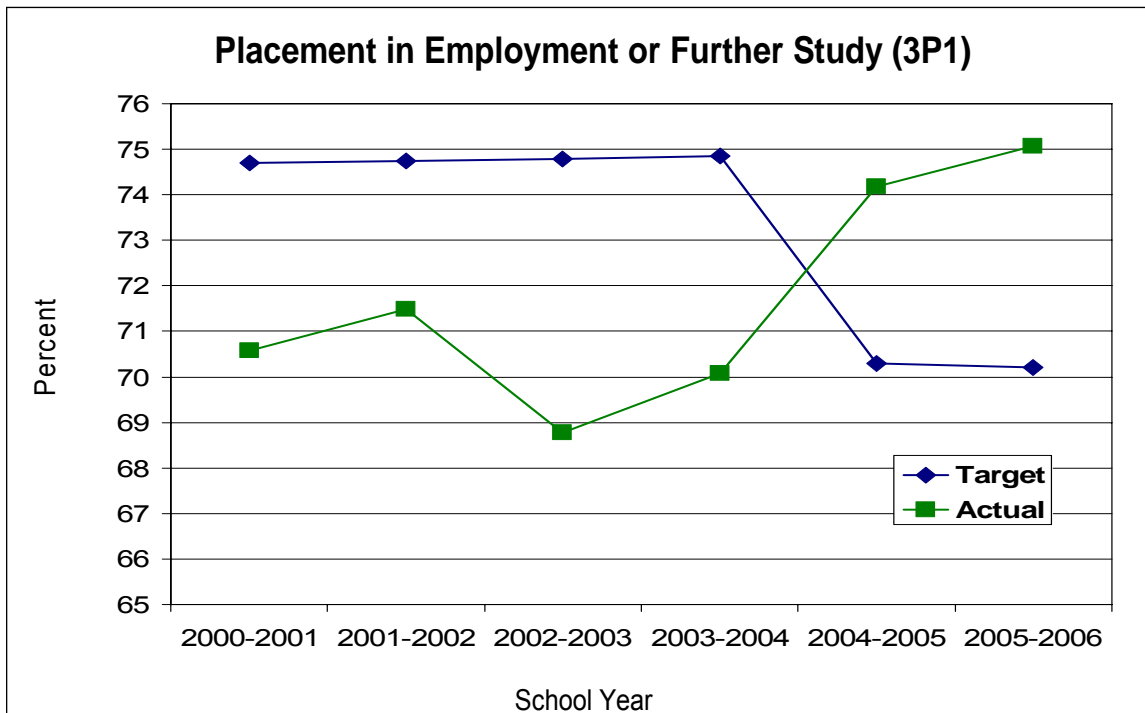
VCCS continues to seek new practices to improve the graduation rate of all community college students. In FY 2004, VCCS adopted nine strategies to improve performance by 2009 (referred to as Dateline 2009). One goal includes ranking the VCCS in the top 10 percent of community colleges based on graduation data by 2009. Since the adoption of these strategies, colleges are required to report on how they will work to improve their graduation rate to contribute to this goal. In addition, college presidents are evaluated on their performance for meeting these goals.



### 3P1 Placement, Employment and Further Study

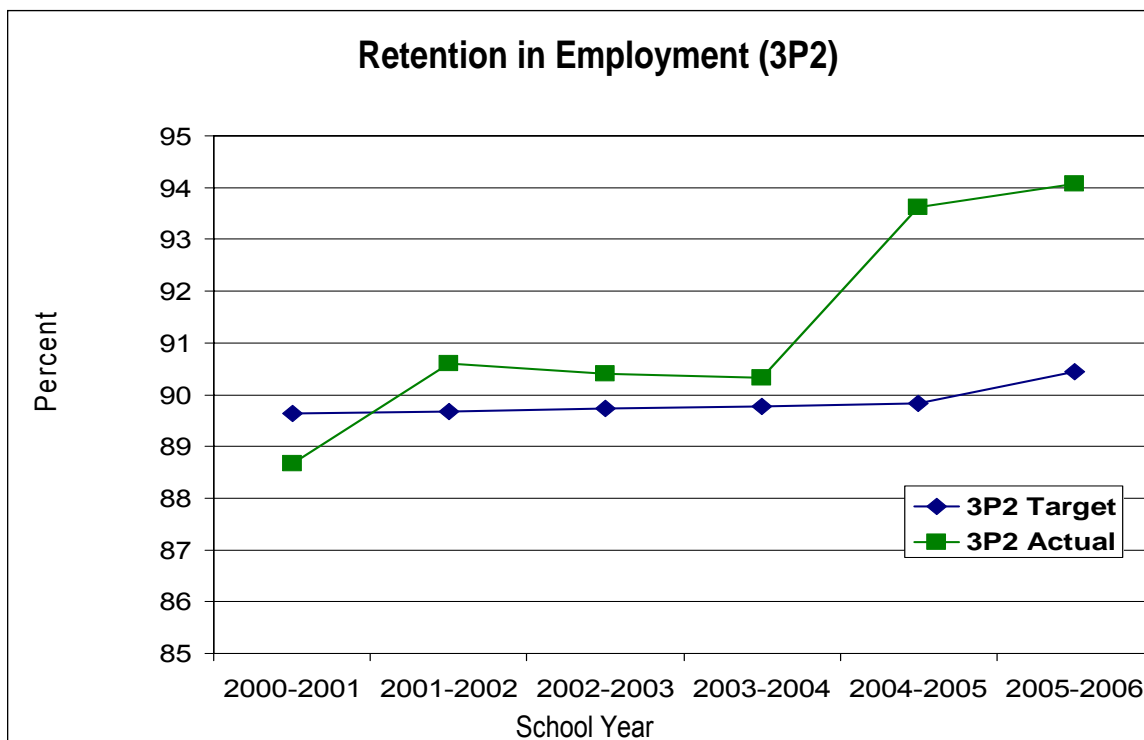
Over the last four years, VCCS placement rates have steadily increased (see graph below). VCCS met this target for the second time since the development of the measure. Colleges provide services to improve the placement measure through the development of career resources and career coaching, the purchase of job placement software, and provision of employability skills training.

One factor that may have contributed to the recent increase in the placement rate is the growth in Virginia's economy over the last few years. Virginia's low unemployment rates increase the likelihood of community college students finding employment upon graduation.



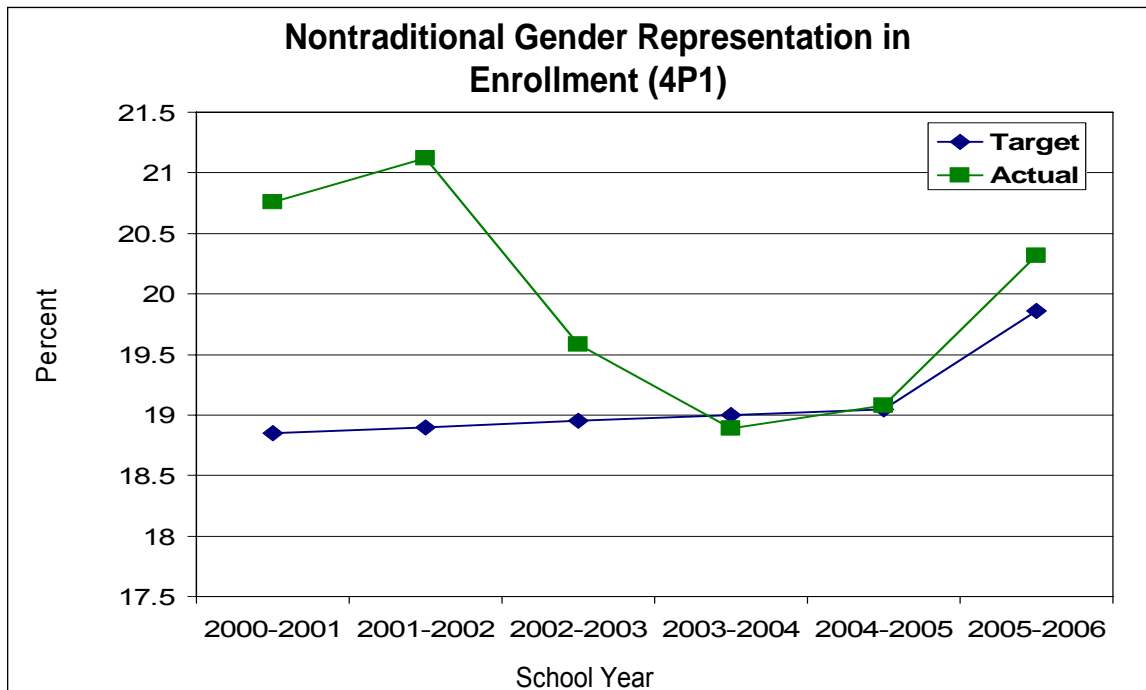
### 3P2 Retention in Employment

VCCS exceeded the retention in employment target for the fifth year in a row (see graph below). Colleges focus on maintaining this measure through similar activities as described in the placement measure (3P1), such as the development of career resources and career coaching, the implementation of job placement software, and the provision of employability skills training.



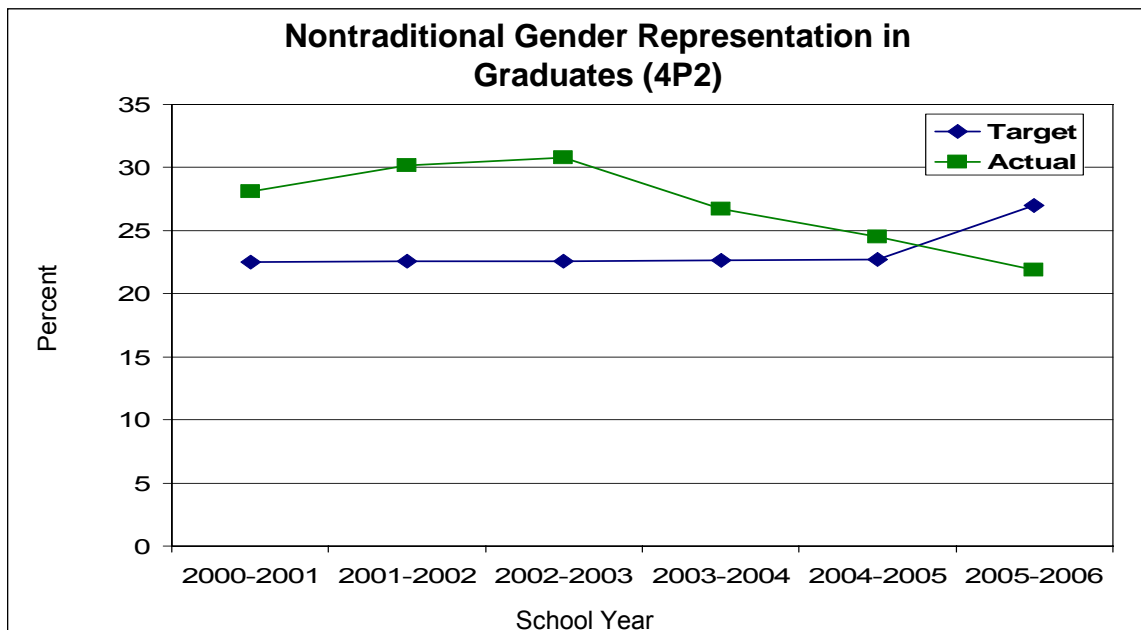
#### 4P1 Nontraditional Gender Representation in Enrollment

VCCS met the target level for the 2005-2006 year for representation of minority gender students in nontraditional programs (see graph below). Examples of nontraditional programs include: information technology, which is traditionally dominated by males; and nursing programs, which are traditionally dominated by women. Colleges work to improve this measure through the development of learning communities to provide a support network for gender minorities in these programs, the publishing of gender and minority balanced marketing materials to demonstrate that all individuals have access to programs, and through career coaching to encourage students to pursue their interests regardless of whether it is a nontraditional career for their gender.



#### 4P2 Nontraditional Gender Representation in Graduates

VCCS did not meet the nontraditional gender representation in graduates measure as in prior years (see graph below). The rate has decreased over the last four years. VCCS is in the process of reviewing potential factors that may influence the steady decline. Similar to the nontraditional representation in enrollment measure, colleges work to improve this measure through the development of learning communities, the publishing of gender and minority balanced marketing materials, and career coaching.



#### **COMMUNITY COLLEGE PERFORMANCE**

Individual college performance on the Perkins measures varied in 2005-2006. The following table provides data on performance for the 23 community colleges. Two colleges met all performance targets for 2005-2006. Ten met all but one or two targets. The remaining colleges did not meet three or more targets. The measures that were not met concentrated primarily on the graduation and nontraditional representation measures.

Each year, colleges that do not meet the state's target level are required to develop a plan for improvement of the measure. In FY 2006, VCCS began to require colleges to allocate a portion of their Perkins funds towards the measure.

For additional questions please contact:

Elizabeth Creamer  
Director of Postsecondary Tech Prep/Perkins  
Virginia Community College System  
[ecreamer@vccs.edu](mailto:ecreamer@vccs.edu)  
(804)819-4691

Wendy Kang  
Director of Workforce Development Services  
Research  
Virginia Community College System  
[wkang@vccs.edu](mailto:wkang@vccs.edu)  
(804)819-4781

## INDIVIDUAL PERFORMANCE FOR VCCS COMMUNITY COLLEGES 2005-2006

	1P1 Academic Skills	1P2 Technical Skills	2P1 Graduation Rate	3P1 Employment and Study	3P2 Retention in Employment	4P1 Gender Representation	4P2 Gender Representation Graduates	# Did not meet
Target <sup>1</sup>	74.99	86.33	17.86	70.2	90.45	19.86	27	
BRCC	78.38	86.83	23.97	85.89	96.67	15.49	18.75	2
CVCC	83.86	89.97	19.64	86.69	96.96	23.16	27.72	0
DSLCC	78.67	88.4	28.57	81.68	95.28	12.2	15.97	2
DCC	76.69	91.45	27.69	79.35	96.41	10.63	7.84	2
ESCC	74.6	89.94	33.33	85.92	95	14.91	6.67	3
GCC	78.95	86.29	14.29	76.42	96.74	23.63	9.68	3
JSRCC	83.25	84.46	15.96	82.27	96.51	17.39	15.59	4
JTCC	82.95	91.8	15.19	86.58	97.2	14.14	18.6	3
LFCC	85.47	89.28	27.59	78.06	88.98	20.55	18.14	2
MECC	75.17	87.64	20.38	63.08	91.23	16.98	16.03	3
NRCC	73.95	86.9	18.24	82.69	94.81	15.47	14.47	3
NVCC	74.46	81.54	6.4	66.91	93.37	29.62	27.22	4
PHCC	79.37	90.22	26.06	76.98	91.19	28.11	33.33	0
PDCCC	75.68	88.29	10.81	80	92.19	21.33	25.4	2
PVCC	78.47	88.67	25.81	82.14	97.76	25.45	24.24	1
RCC	84.9	84.16	16.28	83.33	97.87	16.89	23.46	4
SVCC	78.19	87.65	25	74.94	91.02	13.1	45.36	1
SWCC	80.85	89.77	25.15	62.26	91.15	21.96	26.16	2
TNCC	75.08	87.5	8.75	65.78	92.58	20.09	32.67	2
TCC	76.48	88.5	5.52	72.88	92.32	20.23	16.99	2
VHCC	79.34	88.17	21.7	64.92	90	19.02	23.57	4
VWCC	72.75	87.91	18.92	82.91	96.1	23.2	24.46	2
WCC	80	91.58	32.69	76.15	96.91	13.55	6.33	2
VCCS	77.99	86.84	16.89	75.07	94.08	20.32	21.89	2

### <sup>1</sup>Community College Key:

- BRCC – Blue Ridge Community College
- CVCC – Central Virginia Community College
- DSLCC – Dabney S. Lancaster Community College
- DCC – Danville Community College
- ESCC – Eastern Shore Community College
- GCC – Germanna Community College
- JSR – J. Sargeant Reynolds Community College
- JTCC – John Tyler Community College
- LFCC – Lord Fairfax Community College
- MECC – Mountain Empire Community College
- NRCC – New River Community College
- NVCC – Northern Virginia Community College
- PHCC – Patrick Henry Community College
- PDCCC – Paul D. Camp Community College
- PVCC – Piedmont Community College
- RCC – Rappahannock Community College
- SVCC – Southside Virginia Community College
- SWCC – Southwest Virginia Community College
- TNCC – Thomas Nelson Community College
- TCC – Tidewater Community College
- VHCC – Virginia Highlands Community College
- VWCC – Virginia Western Community College
- WCC – Wytheville Community College
- VCCS – Virginia Community College System

Shading represents areas in which targets were not met.

# Board of Education Agenda Item

Item: \_\_\_\_\_ L. \_\_\_\_\_

Date: \_\_\_\_\_ March 29, 2007 \_\_\_\_\_

Topic: Report on Proposed Process for Updating the Board of Education's Comprehensive Plan, 2005-2010

Presenter: Ms. Anne Wescott, Assistant Superintendent for Policy and Communications  
Ms. Stuart Gravatt, Strategic Planning Consultant

Telephone Number: (804)225-2403

E-Mail Address: [Anne.Wescott@doe.virginia.gov](mailto:Anne.Wescott@doe.virginia.gov)

## Origin:

\_\_\_\_\_ Topic presented for information only (no board action required)

\_\_\_\_\_ Board review required by

\_\_\_\_\_ State or federal law or regulation

\_\_\_\_\_ Board of Education regulation

\_\_\_\_\_ Other: \_\_\_\_\_

☒ Action requested at this meeting \_\_\_\_\_ Action requested at future meeting: \_\_\_\_\_

## Previous Review/Action:

☒ No previous board review/action

\_\_\_\_\_ Previous review/action:

date \_\_\_\_\_

action \_\_\_\_\_

**Background Information:** The *Code of Virginia* requires the following:

### § [22.1-253.13:6](#). Standard 6. Planning and public involvement.

A. The Board of Education shall adopt a statewide comprehensive, unified, long-range plan based on data collection, analysis, and evaluation. Such plan shall be developed with statewide participation. The Board shall review the plan biennially and adopt any necessary revisions. . . .

This plan shall include the objectives of public education in Virginia, including strategies for improving student achievement then maintaining high levels of student achievement; an assessment of the extent to which these objectives are being achieved; a forecast of enrollment changes; and an assessment of the needs of public education in the Commonwealth. . . . The Board shall also develop, consistent with, or as a part of, its comprehensive plan, a detailed comprehensive, long-range plan to integrate educational technology into the Standards of Learning and the curricula of the public schools in Virginia, including career and technical education programs. The Board shall review and approve the comprehensive plan for educational technology and may require the revision of such plan as it deems necessary...

**Summary of Major Elements:** The Board of Education last updated its comprehensive plan in 2005. The Board's Comprehensive Plan: 2005-2010 is attached. Pursuant to the requirements of the *Code*, the plan is to be updated during the 2007 calendar year. The Department of Education, in conjunction with a strategic planning consultant, Ms. Stuart Gravatt, recommends that the Board undertake a process for updating the Board's comprehensive plan as follows:

1. The Board of Education will begin its process to update the comprehensive plan by participating in the Virginia SHRM State Council Forum on April 26, 2007, in order to learn about current and future trends in work place employment needs, including training and education.
2. At its May 30-31 planning session, the Board will briefly review its roles and responsibilities in the planning process and review and discuss the meaning and implications of its current Vision and Mission Statements.
3. The Board will then analyze each of its current objectives using various criteria, including alignment with the Vision/Mission statements, policy gaps or omissions, and the validity and applicability of assessments/measures of outcomes. The department and the consultant will prepare draft analyses of each objective for the Board's consideration prior to the planning session. The consultant will facilitate the Board's discussion at the planning session.
4. Based on its discussion, the Board will update the wording of the objectives, strategies/activities, and assessments/measures, as appropriate. The Board will also review the objectives more broadly for their completeness and/or duplication.
5. The Board will conclude the planning session with a discussion of how to tie the assessments/measures of outcomes in the comprehensive plan to its Annual Report on the Condition and Needs of Public Schools in Virginia.
6. Based upon the conclusions and directives of the Board of Education during the planning session, the text of the Board's current comprehensive plan will be updated by staff and the consultant. A draft of the Board of Education's Comprehensive Plan: 2007-2012 will be reviewed by the Board at its June 28, 2007, meeting.
7. It is anticipated that the Board of Education will conduct the final review and adoption at its July 2007 meeting. The final review date may be adjusted, as deemed appropriate by the Board.

**Superintendent's Recommendation:** The Superintendent of Public Instruction recommends that the Board of Education approve the process for updating its comprehensive plan as proposed.

**Impact on Resources:** The fee for the strategic planning consultant will be provided by Department of Education funds according to state procurement policies and procedures.

**Timetable for Further Review/Action:** The *Code* requires that the comprehensive plan be developed with statewide participation. To that end, following the Board of Education's approval of the draft Comprehensive Plan: 2007-2012, the Department of Education will distribute it to invite comment and suggestions from local school officials, statewide and regional professional organizations, and interested individuals.

**BOARD OF EDUCATION  
COMPREHENSIVE PLAN: 2005-2010**

**Adopted September 22, 2005**

Board of Education  
Commonwealth of Virginia

## **Members of the Board of Education As of May 30, 2005**

Mr. Thomas M. Jackson, Jr., President  
Post Office Box 130  
Hillsville, VA 24343

Mrs. Isis M. Castro  
2404 Culpeper Road  
Alexandria, VA 22308

Dr. Mark E. Emblidge, Vice President  
413 Stuart Circle, Suite 130  
Richmond, VA 23220

Mr. David L. Johnson  
3103 B Stony Point Road  
Richmond, VA 23235

Mr. Thomas G. Johnson, Jr.  
One Commercial Place, Suite 1800  
Norfolk, VA 23510

Dr. Gary L. Jones  
7016 Balmoral Forest Road  
Clifton, VA 20124

Mr. Andrew J. Rotherham  
750 Montei Drive  
Earlsville, VA 22936

Mrs. Eleanor B. Saslaw  
4418 Random Court  
Annandale, VA 22003

Dr. Ella P. Ward  
1517 Pine Grove Lane  
Chesapeake, VA 23321

### **Superintendent of Public Instruction**

Dr. Jo Lynne DeMary  
Virginia Department of Education

# **BOARD OF EDUCATION COMPREHENSIVE PLAN: 2005-2010**

## ***Executive Summary***

As required by § [22.1-253.13:6](#), Code of Virginia, the Board of Education's *Comprehensive Plan: 2005-2010* contains the following information:

Statements of the Board of Education's vision and mission, which provide the framework for leadership, advocacy, and oversight for the public education system in Virginia. The statements are forward-looking and acknowledge the myriad programs and services of Virginia's public schools as well as the increasingly diverse needs of students.

- An assessment of the extent to which the objectives for public education are being met, which shows that for the past six years in which the current accreditation requirements have been in place, Virginia's public schools have steadily improved. However, the results also show that full accreditation is a goal yet to be achieved by some schools. Moreover, there remains a persistent and troubling achievement gap among groups of students, and many need costly, intensive instructional support to succeed in school.
- Projections showing that Virginia's public school enrollment of 1.2 million students will grow by about 43,000, or four percent, between 2005 and 2008.
- Demographic trends showing clearly that diverse population groups (i.e., limited English proficient and economically disadvantaged families) are increasingly making up a larger proportion of the overall population and that Virginia is experiencing shortages of teachers in certain subject areas. These trends pose serious challenges for public education.
- The objectives for public education, which are as follows:

Objective 1: The Board of Education will improve the quality standards for all public schools in Virginia.

Objective 2: The Board of Education will provide leadership to help schools and school divisions close the achievement gap and increase the academic success of all students.

Objective 3: The Board of Education will work to ensure meaningful, on-going professional development for professional educational personnel.

Objective 4: The Board of Education will support accountability for all schools, with a focus on assisting chronically low-performing schools and school divisions.

Objective 5: The Board of Education will work cooperatively with partners to help ensure that young children are ready for school.

Objective 6: The Board of Education will assist teachers to improve the reading skills of all students, kindergarten through grade 12.

Objective 7: The Board of Education will continue efforts to enhance the training, recruitment, and retention of highly qualified teachers, educational support personnel, and administrators, with a focus on the needs of “hard to staff” schools.

Objective 8: The Board of Education will provide leadership for implementing the provisions of state and federal laws and regulations smoothly and with minimal disruption to local divisions.

## ***Table of Contents***

Executive summary.....	Page 7
Introduction.....	Page 10
Statutory requirement for revising the Comprehensive Plan.....	Page 10
Board of Education vision statement: 2005-2010.....	Page 11
Board of Education mission statement: 2005-2010.....	Page 11
Assessment of progress in achieving objectives.....	Page 11
Enrollment projections for Virginia’s schools.....	Page 12
Important demographic trends for Virginia’s schools.....	Page 13
Board of Education objectives for 2005-2010.....	Page 15
Objective 1: The Board of Education will improve the quality standards for all public schools in Virginia. ....	Page 15
Objective 2: The Board of Education will provide leadership to help schools and school divisions close the achievement gap and increase the academic success of all students.....	Page 15
Objective 3: The Board of Education will work to ensure meaningful, on-going professional development for professional educational personnel.....	Page 17
Objective 4: The Board of Education will support accountability for all schools, with a focus on assisting chronically low-performing schools and school divisions.....	Page 18
Objective 5: The Board of Education will work cooperatively with partners to help ensure that young children are ready for school.....	Page 21
Objective 6: The Board of Education will assist teachers to improve the reading skills of all students, kindergarten through grade 12.....	Page 21
Objective 7: The Board of Education will continue efforts to enhance the training, recruitment, and retention of highly qualified teachers, educational support personnel, and administrators, with a focus on the needs of “hard to staff” schools.....	Page 22
Objective 8: The Board of Education will provide leadership for implementing the provisions of state and federal laws and	

regulations smoothly and with minimal disruption to local divisions.....	Page 24
Timelines for strategies/actives to meet objectives.....	Page 28
Appendix A.....	Page 33
Actions and accomplishments to meet	
Board of Education objectives: 2003-2005	

# BOARD OF EDUCATION

## COMPREHENSIVE PLAN: 2005-2010

### Introduction

The Board of Education's *Comprehensive Plan 2005-2010* covers the six-year time period of 2005 through 2010 and updates the objectives set forth in the Board's previous plan, which was entitled *Six-Year Plan: 2003-2008*. Building upon the previous plan, the two-year update reflected in this document provides the framework for resources and policy development to continue Virginia's forward momentum in student achievement.

### Statutory requirement for revising the Comprehensive Plan

**§ [22.1-253.13:6](#). Standard 6. Planning and public involvement.**

A. The Board of Education shall adopt a statewide comprehensive, unified, long-range plan based on data collection, analysis, and evaluation. Such plan shall be developed with statewide participation. The Board shall review the plan biennially and adopt any necessary revisions. The Board shall post the plan on the Department of Education's website if practicable, and, in any case, shall make a hard copy of such plan available for public inspection and copying.

This plan shall include the objectives of public education in Virginia, including strategies for improving student achievement then maintaining high levels of student achievement; an assessment of the extent to which these objectives are being achieved; a forecast of enrollment changes; and an assessment of the needs of public education in the Commonwealth. In the annual report required by § [22.1-18](#), the Board shall include an analysis of the extent to which these Standards of Quality have been achieved and the objectives of the statewide comprehensive plan have been met. The Board shall also develop, consistent with, or as a part of, its comprehensive plan, a detailed comprehensive, long-range plan to integrate educational technology into the Standards of Learning and the curricula of the public schools in Virginia, including career and technical education programs. The Board shall review and approve the comprehensive plan for educational technology and may require the revision of such plan as it deems necessary...

The Board of Education's *Comprehensive Plan: 2005-2010* contains data on enrollment projections and other important demographic trends, a description of the Board of Education's objectives for public education in Virginia, a brief description of strategies used for improving student achievement and maintaining high levels of student achievement, and an assessment of the extent to which the Board's objectives are being achieved. Also, highlights of the strategies employed to meet the Board's objectives are described.

As noted in the above, the Code requires that the Board of Education include in its comprehensive plan an assessment of the needs of public education and a plan to integrate educational technology into the Standards of Learning and the curricula, including career and technical education programs. Pursuant to that requirement, the Board of Education has adopted three additional documents: (1) the Board of Education's annual report on the condition and needs of the public schools; (2) the *Six-Year Plan for Technology*; and (3) the state plan for career and technical education. When viewed with the

comprehensive plan contained herein, the documents provide a comprehensive view of the Board's priorities, the condition and needs upon which the priorities are based, and the future direction and needs of our system of public education. The Board of Education's annual report on the condition and needs of the public schools may be viewed at [http://www.pen.k12.va.us/VDOE/VA\\_Board/home.shtml](http://www.pen.k12.va.us/VDOE/VA_Board/home.shtml) and the *Six-Year Plan for Technology* may be viewed at <http://www.pen.k12.va.us/VDOE/Technology/OET/resources.shtml#etp>. Information about Virginia's career and technical programs may be viewed at <http://www.pen.k12.va.us/VDOE/Instruction/CTE/>.

Of particular note, the Board of Education's priorities and performance targets for Virginia's public schools are embedded throughout the provisions of the Standards of Quality, the Standards of Accreditation, and the Standards of Learning. These and other key policy and regulatory documents of the Board of Education may be viewed on the Department of Education's Web site: [www.doe.virginia.gov](http://www.doe.virginia.gov). The *No Child Left Behind Act of 2001* also contains performance expectations for the state and for the school divisions and the individual schools within the divisions.

### **Board of Education vision statement: 2005-2010**

The vision of the Board of Education and the Superintendent of Public Instruction, in cooperation with local school boards and other partners, is to create an excellent statewide system of public education that equips all students with the knowledge and skills to excel in postsecondary education and careers and to become capable, responsible, and self-reliant citizens.

### **Board of Education mission statement: 2005-2010**

The mission of the Board of Education and the Superintendent of Public Instruction, in cooperation with local school divisions, is to provide leadership, assistance, and oversight for Virginia's public schools in order to improve the achievement of all students by advocating for proven strategies to address the individual and diverse learning needs of students, establishing high standards for learning, measuring student performance, providing accountability to the public, and increasing opportunities for lifelong learning.

### **Assessment of progress in achieving objectives**

In Virginia, academic standards are in place, and educators are implementing them. Virginia has a valid and reliable assessment system to gauge student progress, and accountability goals are set for English, mathematics, science, and history and social science. More than eight out of ten public schools in Virginia are now fully accredited, based on, among other key indicators, the performance of students on Standards of Learning (SOL) assessments. This shows remarkable improvement since 1998, when only two percent of our public schools were fully accredited.

In the elementary school arena for 2005, the number of elementary schools achieving the commonwealth's highest school-quality rating increased, even though the targets for achievement in reading, history, and science were higher than in previous years. In short, for the past six years in which the current accreditation requirements have been in place, Virginia's public schools have steadily improved.

In the secondary schools, more than 94 percent of the high school seniors who made up the class of 2004 graduated on schedule. This is an important milestone because members of the class of 2004 were the first students required to pass Standards of Learning tests to earn a diploma. Even with the tougher achievement requirements, the percentage of seniors who earned a diploma in 2004 is only two-tenths of a percentage point less than the previous five-years average of 94.5 percent. In 2003, 95.2 percent of the students in the senior class earned a diploma. In 2002, 94.3 percent of seniors earned a diploma—the same percentage as 2004, when the new graduation requirements took effect. Additional information regarding the assessment of the extent to which the Board’s objectives are being met is contained in Appendix A.

The gratifying student achievement and progress seen so far should not obscure the challenges that remain. The Board of Education’s school improvement efforts have been in place long enough that we can see not only results, but also the most persistent needs and problems. During the past several years, Virginians have seen continuous improvement in student academic performance and in school accreditation results. However, the test results also show that there remains a persistent and troubling achievement gap among groups of students, and many need costly, intensive instructional support to succeed in school.

Major challenges are ahead for Virginia’s public schools as teachers and other educators address the varied and complex learning needs of their students. Full accreditation is a goal not yet achieved by all of Virginia’s schools, and educators seek better and proven strategies and instructional methods to help students improve their academic performance. All teachers need solid professional development to learn new skills and sharpen their current ones, and maintaining a highly qualified teaching force is critical to the goals of our public schools.

### **Enrollment projections for Virginia’s schools**

The period covered by the comprehensive plan will be a time of great demographic change for Virginia as a whole, and especially for Virginia’s public education system. The 2000 U.S. Census data show that Virginia was the 16th fastest growing state, with a population increase from 6.2 to 7.1 million in the 1990s. During that time period, over two-thirds of Virginia’s population growth came from minority residents.

Almost 1.2 million students were enrolled in Virginia’s public schools for the 2004-2005 school year (Fall membership count). Since 1994, total enrollment has increased by more than 123,000 students, a 12 percent growth rate during the ten-year period. According to the latest statistics provided by the Virginia Department of Education (see table below), enrollment will continue to increase during the next several years. Between 2004 and 2008, enrollment is projected to grow by about 43,000 students, or four percent, to a statewide total of 1,214,013 students.

**Statewide Fall Membership Projections**

<b>Fiscal Year</b>	<b>Fall Membership</b>
2004: Actual	1,170,797
2005: Actual	1,180,735
2006: Projected	1,192,624
2007: Projected	1,205,686
2008: Projected	1,219,051

### **Important demographic trends for Virginia's schools**

The growth in enrollment of students in kindergarten through twelfth grade poses steep challenges for schools. Especially difficult challenges include training and retaining teachers, principals, and instructional support staff; helping children who have widely varying learning needs such as students who do not speak English or who have disabilities that affect learning; and addressing the time-consuming and complex requirements of the state and federal laws and regulations governing public school programs. This requires more funding at all levels. These and other challenges become more acute for the public schools in light of Virginia's changing demographics, which show clearly that diverse population groups (i.e., limited English proficient and economically disadvantaged) are increasingly making up a larger proportion of the overall population.

Demographic information is important because it indicates the needs of schools and students now and in the near future—a future for which Virginia's schools and students must be prepared. Important demographic trends include the following:

#### **Growth in the enrollment of Limited English Proficient (LEP) students:**

With more immigrants having arrived in the United States during the 1990s than any other single decade, the number of public school students in need of additional language instruction has increased dramatically in recent years. In Virginia, the English as a Second Language (ESL) population has doubled in just the past five years, and this trend is expected to continue. Virginia's ESL students are at all stages of learning English and have varying educational backgrounds in their first languages. While the broad objectives of the English Standards of Learning (and all other content area SOLs) will ultimately be the same for all students, those learning English as a second language often need extra time, support and exposure to English. In an effort to meet the needs of these students, school divisions have instituted a variety of programs to provide instruction in English as a second language.

A major trend seen in the demographic data is that Virginia's schools can expect to experience continued growth in the enrollment of the Limited English Proficient population. According to the Weldon Cooper Center for Public Policy at the University of Virginia, more than 30 percent of Virginia's population increase between 1990 and 2000 was due to growth in the foreign-born population, up from only 16 percent a decade earlier. Most, but certainly not all, of that growth occurred in Northern Virginia, where 70 percent of the state's foreign-born population lived in 2000. More than 75 percent of Virginia's school divisions have Limited English Proficient (LEP) students enrolled. In 1994, Virginia's public schools enrolled a total of 20,000 LEP students. In 2004, that number had increased to 67,000.

Data gathered by the Virginia School Boards Association's Limited English Proficient caucus indicates that, on average, over 50 percent of a division's LEP students are likely to have been born in America. While more than two-thirds of Virginia's LEP students are enrolled in a division in the northern Virginia region, pockets of sizable concentrations of LEP students dot many areas of the state. Not all growth occurred in northern Virginia or metro areas. Harrisonburg, Galax, and Winchester developed large Hispanic populations in the last decade. According to the Weldon Cooper Center for Public Policy, Harrisonburg's foreign-born population grew in the past 10 years by almost 3,000; Winchester's foreign-born population tripled; and Galax grew from 46 foreign-born residents to almost 600, representing almost a tenth of its total population.

Diversity of economic and educational opportunity factors:

For the 2004-2005 school year, slightly more than one-third (33.5 percent) of the students in Virginia's public schools were eligible for free and reduced-price lunch. The percent varies widely across the school divisions, from a high of more than 72 percent to a low of 5 percent. Census data show that poverty remains stubbornly concentrated in cities, inner suburbs, and rural areas. Further, according to the 2000 census, there are 700,000 adults in Virginia without high school credentials who can benefit from adult education.

Teacher preparation and teacher shortages:

The predicted teacher supply for Virginia shows that the teaching force is expected to shrink by four percent between the years 2000 and 2015; however, the student enrollment in the public schools is expected to grow by four percent during that same time period. Thus, the supply of teachers is going down, while the student population is going up. The number of minority teachers in Virginia continues to decline. Nationally, the number of minority teachers will decrease from 13 percent in 1994 to five percent in 2005. Virginia's teaching force follows this same trend.

Finding highly qualified teachers for LEP students is difficult. The most recent data provided by the Virginia Department of Education indicate that in 2001-2002, 30 students graduated from Virginia colleges and universities with endorsement in English as a Second Language (ESL). This number is insufficient to meet the needs of the fastest growing subgroup in the Commonwealth.

Acute teacher shortages in Virginia are seen in the areas of special education, science, (Earth science, space science, and chemistry) and mathematics. In 2004-2005, Earth Science is the area of most severe shortage. To further compound the problem, thirteen percent of Virginia's special education teachers are not fully licensed, with some areas as high as 62 percent.

## **Board of Education Objectives for 2005-2010**

The Board of Education's objectives are constantly evolving. The objectives are revised every two years; therefore, they must be viewed as a continuous process of assessment and evaluation, all of which lead to adjustments as needed. Perhaps most importantly, the Board of Education's objectives, as well as the strategies and activities to implement the objectives, are tied closely to the requirements state and federal statutes and regulations and on the availability and appropriation of funding for public education.

### **Objective 1: The Board of Education will improve the quality standards for all public schools in Virginia.**

#### Rationale:

The Board of Education's constitutional responsibility is "to determine and prescribe" the Standards of Quality (SOQ) for Virginia's school divisions. During 2003, the Board conducted a comprehensive review of the SOQ. The prescribed amendments were presented to the 2004 session of the General Assembly, and many of the amendments were adopted and funded by the legislature. To follow that success, the 2005 session of the General Assembly adopted and funded many of the remaining recommendations that had been prescribed by the Board.

The Board of Education is continuing to revise and update the SOQ to ensure that the standards are adequate and appropriate for today's schools and students; therefore, in 2005, the Board is considering additional amendments to the SOQ. That process is on-going. In the future, the Board of Education will review and revise the Standards of Quality at periodic intervals to reaffirm the commonwealth's commitment to high education standards. The Board will work closely with the General Assembly and other partners in this regard.

The Standards of Accreditation were last revised in 2000. Those regulations included provisions that served as a transition to the current more rigorous requirements for school accountability and student achievement. Those transitional provisions are now obsolete or outdated. Furthermore, Virginia's accountability system has matured, and it is time to undertake a comprehensive review of the accrediting standards, especially in the areas of consequences for those schools that fail to meet the accountability requirements, and incentives for schools that are achieving success.

#### **Strategies/Activities to meet Objective 1:**

- Review and revise the Standards of Quality: 2005, 2007, and 2009.
- Review and revise the Standards of Accreditation.

### **Objective 2: The Board of Education will provide leadership to help schools and school divisions close the achievement gap and increase the academic success of all students.**

#### Rationale:

The Board of Education's priority for providing challenging academic standards is intended to be student-centered, results-oriented, and supportive of local flexibility. This priority also provides the foundation of what the members of the Board of Education want to achieve: a successful and accountable system of public education for all of Virginia's citizens. This supports the Board's firm belief that students will rise to the challenge of high standards if they are given the support they need by

teachers who have the resources and training needed to get the job done.

The "achievement gap" refers to the disparity in academic performance between groups of students. The term is used to describe the troubling performance gaps between many African-American and Hispanic students, at the lower end of the performance scale, and their Caucasian, non-Hispanic peers, as well as the similar academic disparity between students from low-income and more affluent families and localities. The disparity also shows up in the performance and graduation rates for the students with disabilities compared to their non-disabled peers. The achievement gap has become a focal point of Virginia's education improvement efforts. "Closing the gap" does not mean simply raising the performance of low-performing children; rather, the Board of Education is working to set challenging standards for all children, including those now performing at high levels.

In Virginia, African-American and Hispanic students have made great strides in narrowing the achievement gap that separates them from their Caucasian peers. According to the Education Trust, Virginia has one of the nation's smallest achievement gaps between Caucasian and Hispanics. In 2003, Virginia's eighth-grade Hispanic students had the highest National Assessment of Educational Progress (NAEP) writing scores for Hispanic students in any state. But while Caucasian and Asian students' performance on our assessments is distributed evenly across the spectrum, from low to high, the performance of African-American and Hispanic children falls disproportionately at the lower end of the scale, and fewer of these students are meeting the standard on achievement tests. The disparity in performance among the groups widens as the students progress through elementary to secondary schools.

The federal No Child Left Behind Act also takes aim at the achievement gap. It requires states to disaggregate student achievement data by subgroups of students so that performance gains for all children can be tracked. The law also contains a host of accountability measures that penalize schools that are unable to show achievement gains by all subgroups of students: students with disabilities; limited English proficient students; economically disadvantaged students; and major racial/ethnic groups. The hope is that these strict accountability measures will spur across-the-board gains in achievement.

Successful strategies to close the achievement gap must be emphasized in schools across the state. These strategies should include not only address academic concerns but positive school discipline as well. Parents need to be included and involved for strategies to be successful—especially parents of children with special needs. Teachers and administrators need to know how to use test results and other data to understand their students' skills gaps. To do this, professional training on how to link data to instructional strategies is critical in order for teachers to understand how to use data and test results to make changes in their instructional programs.

Another aspect of closing the achievement gap and raising the academic performance of all students is that college attendance and receipt of a bachelor's degree increase employment opportunities and income potential. While exact numbers are not available, approximately 50 percent of Virginia's high school graduates enroll in a four-year college right after graduation. Approximately 23 percent enroll in a two-year college program, and an additional 12 percent enroll in a proprietary school, training program, or the military. Certainly, the Board of Education's role is to help ensure that all students are well prepared academically, regardless of their post-high school plans and aspirations. In a world of turbulent changes, every kind of occupation has seen a dramatic increase in education requirements. Jobs that require educated workers are growing the fastest. Many, if not most, high-paying jobs and

careers in the near future will require higher levels of education or training than in the past. This has a direct impact on industry certification programs and opportunities in our public schools.

#### Strategies/Activities to meet Objective 2:

- Review and revise the Standards of Learning:
  - Computer/Technology: 2005
  - Fine Arts: 2006
  - Foreign Language: 2007
  - Health, Physical Education, and Driver Education: 2008
  - History and Social Sciences: 2008
  - Mathematics: 2009
  - English: 2009
  - Science: 2010
- Support professional development and technical assistance for instructional staff, especially in low-performing schools.
- Support a focus on civics and financial literacy to ensure the preparation of all students to be productive citizens.
- Review the English Proficiency Standards and revise as necessary.
- Support programs and initiatives to expand opportunities for students to earn a high school diploma.
- Establish policies regarding the new numeracy and literacy assessments for students with disabilities pursuing the modified standard diploma.
- Establish policies regarding the revised Virginia Alternate Assessment Program.
- Establish modified achievement standards for students with disabilities who can make significant progress but may not reach grade-level achievement standards within the same time frame as other students.

#### **Objective 3: The Board of Education will work to ensure meaningful, on-going professional development for professional educational personnel.**

##### Rationale:

Effective professional development is seen as increasingly vital to school success and satisfaction for professional educational personnel. With schools today facing an array of complex challenges—from working with an increasingly diverse population of students, to integrating new technology in the classroom, to meeting the requirements of NCLB—education leaders have stressed the need for teachers to be able to build on their instructional knowledge

Clearly, teachers, administrators, and educational support staff in struggling schools need additional assistance to turn their schools around. Small divisions, especially those with a significant LEP population, have great difficulty providing training opportunities to their teachers. We would urge you to focus particular attention on this subset of school divisions.

Some assistance is provided already through initiatives of the Governor, General Assembly, and the Department of Education. NCLB provides additional funding for professional development for classroom teachers. Yet improving learning opportunities for all children will require more than individual talents or school-by-school efforts. It will demand systemwide approaches that touch every child in every school in every school division across the state.

For high-caliber professional development programs to take root, actions of the Board of Education must place emphasis on the importance of strong leadership on the part of the school principal and educational support personnel. The Board must stress the need for innovative and coordinated management of funding and teachers' time and advocate for greater financial and administrative support, both at the state and local levels.

Strategies/Activities to meet Objective 3:

- Support professional development and technical assistance for professional educational personnel, working with professional education associations and teacher educators.
- Promote the identification of industry certifications opportunities for all teachers who lack such credentials.
- Support, in conjunction with local divisions, professional development strategies that the local schools, especially those in small school divisions, will use to help ensure the development of highly qualified professional educational personnel and paraprofessionals.

**Objective 4: The Board of Education will support accountability for all schools, with a focus on assisting chronically low-performing schools and school divisions.**

Rationale:

A priority of the Board of Education will be to support highly effective school accountability and improvement at the local school and at the division level as well. In 2002, a national study group on low-performing schools, formed by the National Association of State Boards of Education (NASBE), arrived at four powerful points of consensus—points with which the Virginia Board of Education concurs as it focuses its attention on Virginia's chronically low-performing schools and school divisions. The Board of Education concurs that:

1. No school fails because its students cannot succeed. Given appropriate support and an environment that is infused with expectations of academic excellence, students at risk of failure can and do succeed everyday.
2. Achievement gaps among groups of students are not acceptable. States can no longer ask if all schools can achieve high standards; the only appropriate question, especially in light of the requirements of the No Child Left Behind legislation, is how to close the existing gaps quickly and effectively.
3. It is also not acceptable that children with great needs—those in poverty, of color, or with disabilities—are often attending the lowest-performing schools and do not have access to the academic resources that foster achievement.
4. The central goal of all education policies and programs needs to be school improvement for greater student achievement.

The Virginia Board of Education has resolved to focus much of its efforts on turning around low-performing schools and on implementing policies and programs that foster high-performing schools. To that end, the Board will focus its attention on five critical elements common to high-performing schools, defined as follows by the NASBE study group:

**Element 1. Improving Low-Performing Schools Requires Effective School Leadership:**

Effective schools research of the last twenty years, combined with research that examines the critical components necessary to turn around low-performing schools, makes clear the importance of good leadership. Numerous studies arrive at similar conclusions about the importance of school leadership in fostering a school culture and implementing school programs geared toward high student achievement.

**Element 2. Schools and Students Need High-Quality Teachers:** Low-performing schools cannot be turned around without high-quality teachers. Studies that look at the impact of teachers on student learning have found that measures of teacher expertise accounted for more variation in student reading and mathematics achievement in kindergarten through grade 12 than students' socioeconomic status. Other studies have found that students who are assigned to ineffective teachers for several years in a row have significantly lower achievement and lower gains than students assigned to highly effective teachers.

**Element 3. Improving Low-Performing Schools Requires Teachers who Participate in High-Quality, Targeted Professional Development:** Professional development matters: teachers and educational staff with more professional growth opportunities are more effective than those with fewer opportunities. Particularly in low-performing schools, high-quality professional development is “the linchpin of teacher quality.”

**Element 4. Successful Schools Have a Good Curriculum and Instructional Supports:** Teachers need high-quality curriculum and instruction in order to impact student achievement. A study in North Carolina found, for example, that regardless of students' prior academic experiences, given a rigorous curriculum with challenging tasks and appropriate assessments in small settings, students learn. Another study points out the pernicious nature of under-performance: of non-proficient eighth graders, 85 percent will stay that way through high school. The 15 percent of under-performing students who do manage to break the mold have done so by being exposed to an intensive academic high school curriculum.

**Element 5. Improving Low-Performing Schools Requires Staff to Make Frequent and Appropriate Use of Data to Inform Continuous Improvement:** School improvement efforts can plateau early unless strategies for school improvement are based on data that illuminate root causes of low performance and help schools prioritize their needs. Schools that serve high proportions of at-risk students and that truly excel at improving teaching and learning do it by gathering and analyzing data often and basing decisions about school, classroom, and student interventions on diagnostic information.

The Board of Education uses all of the elements listed above to refine and improve its policies and programs to build capacity for improvement among all schools, especially low-performing schools. Moreover, the Board has new authority that modifies the current school compliance process within the SOQ to authorize the Board of Education to require an academic review of any school division that, through the school academic review process, fails to implement the SOQ. The new provisions also require the reviewed school division to submit for approval by the Board a corrective action plan setting forth specific actions and a schedule designed to ensure that schools within its school division achieve full accreditation status. The Board adopted criteria and procedures for conducting division-level academic reviews and improved the procedures used in conducting school-level reviews.

One key element to school improvement is the fast, reliable collection of data for use by teachers and other professionals. To make sound, data-driven educational decisions on behalf of their students, schools and school divisions need access to student records and other educational data that provide a written picture of a student's academic performance.

Clearly, the academic review and the division-level review procedures that the Board of Education has put in place will help ensure that programs are maximally effective and resources are targeted to areas of

greatest need. The Board will work to improve the review procedures and develop effective ways to help schools and divisions.

Strategies/Activities to meet Objective 4:

- Receive periodic reports of findings of academic review teams, review and adopt policies to address recommendations in team reports, and continue to refine the academic review and division level review procedures.
- Adopt strategies for closing the achievement gap between high- and low-performing groups of students.
- Support efforts to establish a state-level education information management system (EIMS) that will enable the department to meet increasing state and federal reporting requirements and enable stakeholders at all levels of education to make informed educational decisions based on accurate and timely information.
- Promote technical assistance on research-based instructional interventions that help improve the academic achievement in schools that are low-performing and those that are identified as in need of improvement under the NCLB Act.
- Continue to review and approve instructional methods and/or models for implementation in low-performing schools.
- Address measures to be taken in schools whose accreditation is denied.
- Support programs that assist schools and students meet performance expectations.

**Objective 5: The Board of Education will work cooperatively with partners to help ensure that young children are ready for school.**

Rationale:

Research shows that from the time of birth to the first day of kindergarten, development proceeds at a pace exceeding that of any subsequent stage of life. Efforts to understand this process have revealed the many remarkable accomplishments of the pre-school years, as well as the serious problems that confront some young children and their families. Striking disparities in what children know and can do are evident well before they enter kindergarten.

These differences are strongly associated with social and economic circumstances, and they are predictive of subsequent academic performance. Addressing and remediating these disparities are critical tasks, both for the children whose life opportunities are at stake and for the state whose goals demand that children be prepared to begin school, achieve academic success, and ultimately achieve economic independence and engage constructively with others as adult citizens.

Leadership for and oversight of programs for pre-school-age children are predominately out of the purview and authority of the Board of Education. Nonetheless, the Board recognizes that getting pre-school age children ready to enter school is critically important to later success in school. The strong link between a child's early learning environment and later school success is clear; therefore the Board of Education will seek new and effective ways to work cooperatively with other agencies and organizations concerned with the development of children of pre-school age.

Strategies/Activities to meet Objective 5:

- Establish academic standards to support preparation for pre-school students to be ready to successfully enter into kindergarten.

- Continue to cooperate with other entities involved in developing and implementing *Virginia's Foundation Blocks for Early Learning: Standards for Literacy and Mathematics*.
- Support the Virginia Preschool Initiative.
- Support the Title I Preschool programs.
- Support the Early Childhood Special Education Program.
- Support the Even Start Family Literacy Program.
- Seek ways to cooperate with and encourage the Head Start programs.

**Objective 6: The Board of Education will assist teachers to improve the reading skills of all students, kindergarten through grade 12.**

Rationale:

Reading is essential to success in our society. The ability to read is highly valued and important for social and economic advancement. Most children learn to read well; however, failure to learn to read adequately for continued school success is much more likely among poor children, children of color, and nonnative speakers of English. Despite the many ways in which Virginia's schools have improved over the past few years, there is little reason for complacency.

The Board is keenly aware that developing reading skills in the early grades is not the total answer to academic success. The Board will focus attention not only on the basic reading skills taught in the early elementary grades, but on the reading ability of the middle and secondary years as well. Inevitably, this will require some students to learn new skills—and some teachers to learn new strategies for teaching their students the important skills of how to read purposefully, select materials that are of interest, learn from those materials, figure out the meanings of unfamiliar words, integrate new information with information previously known, resolve conflicting content in different texts, differentiate fact from opinion, and recognize the perspective of the writer. These are all skills critical to reading comprehension.

Strategies/Activities for meeting Objective 6:

- Ensure the communications and literacy skills of teachers by implementing the requirement for the reading assessment for initial licensure for teachers in the early grades.
- Provide leadership for preschool to adult literacy initiatives, including programs that address the needs of speakers of languages other than English.
- Support teacher preparation programs and pre-service programs for teachers to improve their skills in teaching reading

**Objective 7: The Board of Education will continue efforts to enhance the training, recruitment, and retention of highly qualified teachers, educational support personnel, and administrators, with a focus on the needs of “hard to staff” schools.**

Rationale:

In Virginia and across the country, growing number of school divisions, foundations and national organizations are zeroing in on this key question: What can be done to help improve school leadership at all levels? A recent publication by the National Association of State Boards of Education summed up the need for leadership: “Effective schools research of the last twenty years, combined with research that examines the critical components necessary to turn around low-performing schools, makes clear the

importance of good leadership.” The Board of Education can play an important role to coordinate and explore effective strategies for ensuring quality and results, chiefly through efforts in principal training and professional development.

Certainly, the school counselor can be a key support for on-going progress of the school and every effort must be taken to ensure that school counselors—like principals and other school leaders— have the resources to do their job effectively. Counselors take the frontline of responsibility in helping guide students into challenging coursework to ensure that they are prepared for the world beyond high school: college, technical training, military enlistment, or employment. The explosion of readily available information on careers, financial aid, and college courses of study has placed additional demands on school counselors.

However, the reality of day-to-day pressures at the school means that some school counselors spend a significant amount of time on non-counseling activities, such as testing, covering classes, and registrar activities. In 2004, the Board of Education adopted *Standards for School Counseling Programs in Virginia Public Schools*, which can provide a valuable guide to local school leaders when reviewing the duties of the guidance and counseling staff, especially when duties other than counseling responsibilities can impair their ability to serve students. Finding effective ways to help improve counselor effectiveness would benefit the entire school community.

The No Child Left Behind Act (NCLB) places major emphasis upon teacher quality as a factor in improving student achievement. The new requirement that there be a highly qualified teacher in every core academic classroom by 2005-2006 is an important backdrop for the Board of Education’s priorities.

Helping the "hard-to-staff" schools is a critically important focus for the Board of Education. “Hard to staff” schools are defined as those that have great difficulty in finding and retaining qualified and effective teachers. These schools are high-poverty inner-city schools or rural schools that, as a consequence of their location in economically depressed or isolated districts, offer comparatively low salaries and lack the amenities with which other divisions attract and retain teachers. This makes it difficult not only for the schools to maintain stability, but also to develop a strong learning environment. In 2004, Virginia had 230 schools defined as “hard-to-staff” and these schools present unique challenges to the state as a whole.

Shortages in teachers, support staff, such as counselors, and administrators are particularly acute for hard-to-staff schools, many of which are located in rural or high poverty areas. Providing the best-qualified teachers and staff to the neediest students is a constant struggle for these schools, particularly those in rural areas and in then inner cities.

The Board of Education supports providing additional state funding for teacher salaries as an essential part of recruiting and retaining teachers of the highest quality. Virginia is in the process of implementing its plan to ensure that all teachers of core academic subjects meet the federal definition of highly qualified by the end of the 2005-2006 school year, and to get the highest quality teachers, salaries for teachers must be competitive with other comparable professions. Based on the 2002-2003 data (the last year data are available) Virginia ranked 21st in the nation in average teacher salaries, with Virginia’s average classroom salary falling \$3,152 (6.9 percent) below the national average.

Getting teachers with content preparation in every classroom, continuing to improve the licensure of teachers and providing beginning teachers with mentors are essential to attract and retain high quality

professionals in the state's teaching force.

Strategies/Activities to meet Objective 7:

- Support initiatives to increase the number of high quality teachers, especially for hard-to-staff schools, such as the mentoring programs in hard-to-staff schools, the Virginia Middle School Teacher Corps, and other incentive programs for qualified teachers.
- Support executive education opportunities, such as the Turnaround Specialist Program to assist established school administrators in providing skilled leadership in chronically low-performing schools.
- Support the implementation of recommendations for the preparation of school leaders outlined by the Commission to Review, Study and Reform Educational Leadership.
- Ensure that incentives for National Board Certification are aligned with efforts to help hard-to-staff schools including placing National Board Certified Teachers in such schools, encouraging teachers from these schools to pursue National Board Certification, and introducing a service component in state school improvement efforts into state supports for National Board teachers.
- Support full compliance with NCLB and IDEA requirements for highly qualified paraprofessionals, general, and special education teachers and for professional development of teachers.
- Promote increasing the pool of teachers entering the profession through the career switcher program to teach in general and critical shortage areas.
- Support strategies for recruitment and retention of highly qualified teachers through the Teacher Quality Enhancement grant.
- Adopt revisions to regulations governing preparation and licensure requirements for school personnel.
- Support ways to attract and retain career and technical education teachers whose training and expertise meet the demands of students and employers in the commonwealth.

**Objective 8: The Board of Education will provide leadership for implementing the provisions of state and federal laws and regulations smoothly and with minimal disruption to local divisions.**

No Child Left Behind Act of 2001:

The No Child Left Behind Act (NCLB) has expanded the federal role in education and has become a focal point of education policy. Coming at a time of wide public concern about the state of education, the legislation sets in place requirements that reach into virtually every public school in America. At the core of NCLB are a number of measures designed to drive broad gains in student achievement and to hold states and schools more accountable for student progress.

The Board of Education has expressed overall support for the law's stringent accountability mandates as important levers improving performance for all children. The Board has worked diligently in its efforts to ensure that the state complies with all requirements of NCLB. Nonetheless, given its scope and detail, the No Child Left Behind Act has been the source of considerable controversy and debate in the education community. The Board of Education has been a part of the on-going debate and has applied for and subsequently pushed USED to approve certain waivers and amendments to its accountability workbook. Further requests are pending.

### Reauthorized Carl D. Perkins Act:

Congress recently reauthorized one of the primary pieces of federal legislation governing career and technical, the Carl D. Perkins Vocational and Technical Education Act, which is the main source of federal grants for states' vocational and technical programs at both the secondary and post-secondary levels. Schools receiving Perkins funding are required to establish and meet local adjusted levels of performance; show continuous improvement in academic and technical achievement; conduct a performance evaluation every two years of the six-year plan; and establish separate secondary and postsecondary performance measures. The legislation also emphasizes academic content by aligning student academic achievement standards in Perkins with NCLB requirements.

Career and technical programs are academically focused, and Virginia has impressive programs for high school students, especially those intent on earning industry certifications, which provide students with a major boost toward advanced technical training or earning a degree at a community college or four-year college. These programs are responding to the real needs of local businesses—in health care, information technology, the construction trades, and other occupations.

The Board of Education, which serves as the State Board for Career and Technical Education, has a key part to help ensure that career and technical educators are able to keep pace with industry needs and technological innovations, and gain critical skills in instructional practice.

The Career and Technical Education Program (CTE) has a comprehensive state plan that is approved by the US Department of Education (USED). The current CTE plan was approved in 2000 for a four-year period from July 1, 2000, to June 30, 2004. USED extended the approval, with revisions, in 2004. Pending additional information from USED, the CTE Plan will be revised and updated in 2005-2006.

Another important federal law related to career and technical education programs is the Workforce Investment Act (WIA). While not directly under the responsibility of the Board of Education, the WIA provides workforce training programs and may serve youth aged 14 to 21. WIA impacts certain provisions of the Perkins Act and adult education and literacy programs, which are, of course, of direct interest to the Board of Education. The state and local plans developed by the respective councils set up for that purpose guide the implementation of the WIA provisions.

### Reauthorized Individuals with Disabilities Education Improvement Act of 2004 (IDEA):

In December 2004, the IDEA was amended as the Individuals with Disabilities Education Improvement Act of 2004 (Public Law 108-446). In general terms, the IDEA asserts that children with disabilities will receive a free educational program that is appropriate to their needs and the program will be administered in an environment that is most helpful to the child's education.

The requirements of the federal legislation place significant responsibilities for monitoring and overall state planning on the Board of Education. Among other new requirements, the Board of Education must (1) ensure that teachers are adequately prepared and trained and have the content knowledge and skills to serve children with disabilities; (2) require that students with disabilities who take alternate assessments be included in the state's NCLB accountability system; (3) report, with the same frequency they report on assessments of non-disabled students, the number of children with disabilities participating in both regular and alternate assessments and the results of these assessments; (4) require extensive data collection, including requiring the disaggregating of suspension and expulsion data by race, along with the requirement that graduation rates of students with disabilities be cataloged along

with dropout rates for students with disabilities student achievement; and (5) establish regulations consistent with the federal regulations.

#### Consolidation of the Virginia Schools for the Deaf and Blind:

The Board of Education must act on state legislation to consolidate into a single campus the Virginia School for the Deaf and the Blind at Staunton and the Virginia School for the Deaf, Blind and Multi-disabled at Hampton. As a result of declining enrollment, increased maintenance costs, and other issues impacting the efficiency of each school, the consolidation of the two state schools for the deaf and the blind has been studied repeatedly since 1979. In 2003, a consolidation task force, convened at the direction of the General Assembly, recommended that a new school be built at a location to be determined by the Board of Education. As a result of the task force's recommendations, a subsequent feasibility study, directed by the General Assembly, was conducted in 2004. The feasibility study proposed the parameters for construction of a new school at a new site.

Subsequently, the 2005 General Assembly adopted language through the budget bill (Chapter 951, 2005 Acts of the Assembly) directing that the two schools be consolidated into one school, and the Board of Education issued a Request for Proposals for that purpose. The Board of Education, assisted by the Department of General Services, is considering among other options, Public-Private Education Act (PPEA) proposals to plan and design the consolidation of the two schools into a single campus. The appropriation act language requires the Board to make the first decision regarding the method for proceeding with consolidation no later than July 31, 2005. The Department of Education must provide a report on this project to the Governor and the General Assembly no later than October 1, 2005.

#### Strategies/Activities for meeting Objective 8:

- Continue to monitor progress of schools, divisions, and the state in meeting Adequate Yearly Progress (AYP) requirements.
- Receive annual report cards on progress of students in meeting state standards, graduation rates, elementary school attendance rates, names of schools needing improvement, professional qualifications of teachers, percentages of students not tested, and other information as required by NCLB.
- Support the administration of new SOL tests annually in English (reading/language arts) and in mathematics for grades 3 through 8.
- Support Virginia's participation in NAEP program in reading and math for 4<sup>th</sup> and 8<sup>th</sup> grades.
- Support school divisions in conducting annual assessment in English language proficiency for all limited English proficient (LEP) students.
- Support programs of technical assistance for schools identified as in the first and second year of school improvement.
- Support procedures to disseminate via the Web site notices to parents and the public of any pending corrective actions, as required by NCLB.
- Support efforts to enlarge the pool of Supplemental Educational Services providers to provide remediation for low-performing students in Title I schools.
- Continue to assist school divisions in implementing charter schools and other public school choice options.
- Review and update the state plan for the Carl D. Perkins Act.
- Receive reports on the Workforce Investment Act programs, as necessary.
- Include industry certification requirements in the teacher licensure regulations.
- Revise *Regulations Governing Special Education Programs for Children with Disabilities in*

*Virginia* to comply with new federal requirements under the Individuals with Disabilities Education Act as amended in 2004.

- Carry out provisions of the 2005 appropriation act regarding the consolidation of the Virginia School for the Deaf and the Blind at Staunton and the Virginia School for the Deaf, Blind, and Multi-disabled at Hampton.

## Timelines: Strategies/Activities for Meeting Objectives 2005-2010

**Objective 1: The Board of Education will improve the quality standards for all public schools in Virginia.**

Action	05	06	07	08	09	10
Review and revise the Standards of Quality	X		X		X	
Review and revise the Standards of Accreditation	X	X				

**Objective 2: The Board of Education will provide leadership to help schools and school divisions close the achievement gap and increase the academic success of all students.**

Action	05	06	07	08	09	10
Review and revise the Standards of Learning:						
Computer/Technology	X					
Fine Arts		X				
Foreign Language			X			
Health, Physical Education, and Driver Education				X		
History and Social Sciences				X		
Mathematics					X	
English					X	
Science						X
Support professional development and technical assistance for instructional staff, especially in low-performing schools.	X	X	X	X	X	X
Review the English Proficiency standards and revise as necessary.		X				
Support a focus on civics and financial literacy to ensure the preparation of all students to be productive citizens.	X	X	X	X	X	X
Support programs and initiatives to expand opportunities that students have to earn a high school diploma.	X	X	X	X	X	X
Establish policies regarding the new numeracy and literacy assessments for students with disabilities pursuing the modified standard diploma.	X	X	X	X	X	X
Establish policies regarding the revised Virginia Alternate Assessment Program.	X	X	X	X	X	X
Establish modified achievement standards for students with disabilities who can make significant progress but may not reach grade-level achievement standards within the same time frame as other students.	X	X	X	X	X	X

**Objective 3: The Board of Education will work to ensure meaningful, on-going professional development for professional educational personnel.**

Action	05	06	07	08	09	10
Support professional development and technical assistance for professional educational personnel, working with professional education associations and teacher educators.	X	X	X	X	X	X
Promote the identification of industry certifications opportunities for all teachers who lack such credentials.	X	X	X	X	X	X
Support, in conjunction with local divisions, professional development strategies that the local schools will use to help ensure the development of highly qualified professional educational personnel and paraprofessionals.	X	X	X	X	X	X

**Objective 4: The Board of Education will support accountability for all schools, with a focus on assisting chronically low-performing schools and school divisions.**

Action	05	06	07	08	09	10
Receive periodic reports of findings of academic review teams, review and adopt policies to address recommendations in team reports, and continue to refine the academic review and division level review procedures.	X	X	X	X	X	X
Adopt strategies for closing the achievement gap between high- and low-performing groups of students.	X	X	X	X	X	X
Support efforts to establish a state-level education information management system (EIMS) that will enable the department to meet increasing state and federal reporting requirements and enable stakeholders at all levels of education to make informed educational decisions based on accurate and timely information.	X	X	X	X	X	X
Promote technical assistance on research-based instructional interventions that help improve the academic achievement in schools that are low-performing and those that are identified as in need of improvement under the NCLB Act.	X	X	X	X	X	X
Continue to review and approve instructional methods and/or models for implementation in low-performing schools.	X	X	X	X	X	X
Address measures to be taken in schools whose accreditation is denied.	X	X	X	X	X	X
Support programs that assist schools and students meet performance expectations.	X	X	X	X	X	X

**Objective 5: The Board of Education will work cooperatively with partners to help ensure that young children are ready for school.**

Action	05	06	07	08	09	10
Establish academic standards to support preparation for pre-school students to be ready to successfully enter into kindergarten.	X	X	X	X	X	X
Continue to cooperate with other entities involved in developing and implementing <i>Virginia's Foundation Blocks for Early Learning: Standards for Literacy and Mathematics</i> .	X	X	X	X	X	X
Support the Virginia Preschool Initiative.	X	X	X	X	X	X
Support the Title I Preschool programs.	X	X	X	X	X	X
Support the Early Childhood Special Education Program.	X	X	X	X	X	X
Support the Even Start Family Literacy Program.	X	X	X	X	X	X
Seek ways to cooperate with and encourage the Head Start programs.	X	X	X	X	X	X

**Objective 6: The Board of Education will assist teachers to improve the reading skills of all students, kindergarten through grade 12.**

Action	05	06	07	08	09	10
Ensure the communications and literacy skills of teachers by implementing the requirement for the reading assessment for initial licensure for teachers in the early grades.	X	X	X	X	X	X
Provide leadership for preschool to adult literacy initiatives, including programs that address the needs of speakers of languages other than English.	X	X	X	X	X	X
Support teacher preparation programs and pre-service programs for teachers to improve their skills in teaching reading.	X	X	X	X	X	X

**Objective 7: The Board of Education will continue efforts to enhance the training, recruitment, and retention of highly qualified teachers, educational support personnel, and administrators, with a focus on the needs of "hard to staff" schools.**

Action	05	06	07	08	09	10
Support initiatives to increase the number of high quality teachers, especially for hard-to-staff schools, such as the mentoring programs in hard-to-staff schools, the Virginia Middle School Teacher Corps, and other incentive programs for qualified teachers.	X	X	X	X	X	X
Support executive education opportunities, such as the Turnaround Specialist Program to assist established school administrators in providing skilled leadership in chronically low-performing schools.	X	X	X	X	X	X

**Objective 7 (continued)**

Support the implementation of recommendations for the preparation of school leaders outlined by the Commission to Review, Study and Reform Educational Leadership.	X	X	X	X	X	X
Ensure that incentives for National Board Certification are aligned with efforts to help hard-to-staff schools including placing National Board Certified Teachers in such schools, encouraging teachers from these schools to pursue National Board Certification, and introducing a service component in state school improvement efforts into state supports for National Board teachers.	X	X	X	X	X	X
Support full compliance with NCLB and IDEA requirements for highly qualified paraprofessionals, general, and special education teachers and for professional development of teachers.	X	X	X	X	X	X
Promote increasing the pool of teachers entering the profession by supporting through the career switcher program to teach in general and critical shortage areas.	X	X	X	X	X	X
Support strategies for recruitment and retention of highly qualified teachers through the Teacher Quality Enhancement grant.	X	X	X	X	X	X
Adopt revisions to regulations governing preparation and licensure requirements for school personnel.	X					
Support ways to attract and retain career and technical education teachers whose training and expertise meet the demands of students and employers in the commonwealth.	X	X	X	X	X	X

**Objective 8: The Board of Education will provide leadership for implementing the provisions of state and federal laws and regulations smoothly and with minimal disruption to local divisions.**

Action	05	06	07	08	09	10
Continue to monitor progress of schools, divisions, and the state in meeting Adequate Yearly Progress (AYP) requirements.	X	X	X	X	X	X
Receive annual report cards on progress of students in meeting state standards, graduation rates, elementary school attendance rates, names of schools needing improvement, professional qualifications of teachers, percentages of students not tested, and other information as required by NCLB.	X	X	X	X	X	X
Support the administration of new SOL tests annually in English (reading/language arts) and in mathematics for grades 3 through 8.	X	X	X	X	X	X
Support Virginia's participation in NAEP program in reading and math for 4 <sup>th</sup> and 8 <sup>th</sup> grades.	X	X	X	X	X	X
Support school divisions in conducting annual assessment in English language proficiency for all limited English proficient (LEP) students.	X	X	X	X	X	X
Support programs of technical assistance for schools identified as in the first and second year of school improvement.	X	X	X	X	X	X
Support procedures and disseminate via Web site notice to parents and the public of any pending corrective actions.	X	X	X	X	X	X

**Objective 8 (continued)**

Support efforts to enlarge the pool of Supplemental Educational Services providers to provide remediation for low-performing students in Title I schools.	X	X	X	X	X	X
Continue to assist school divisions in implementing charter schools and other public school choice options.	X	X	X	X	X	X
Review and update the state plan for the Carl D. Perkins Act.	X					
Receive reports on the Workforce Investment Act, as necessary.	X	X	X	X	X	X
Include industry certification requirements in the teacher licensure regulations.	X					
Revise <i>Regulations Governing Special Education Programs for Children with Disabilities in Virginia</i> to comply with new federal requirements under the Individuals with Disabilities Education Act as amended in 2004.	X	X				
Carry out provisions of the 2005 appropriation act regarding the consolidation of the Virginia School for the Deaf and the Blind at Staunton and the Virginia School for the Deaf, Blind, and Multi-disabled at Hampton.	X					

## Appendix A:

### **Actions and Accomplishments to Meet Board of Education Objectives: 2003-2005**

As required by the Code of Virginia, the following information provides a brief overview of the progress made in the past two years in meeting the Board of Education's objectives.

**Objective 1: The Board of Education will strengthen Virginia's public schools by providing challenging academic standards for all students.**

In 2003, the Board of Education adopted a series of changes to the Standards of Quality (SOQ) intended to improve educational standards in the Commonwealth. These changes were proposed by the Board as a result of its biennial review of the SOQ, as mandated by the *Code of Virginia*. The 2004 General Assembly enacted and funded four of the eight changes recommended by the Board. Additional policy changes recommended by the Board of Education were enacted and funded by the 2005 General Assembly.

Highlights of recent Board of Education actions include:

- Revised the Computer Technology Standards of Learning for Grades K through 12.
- Approved the list of K-5 Reading textbooks and Science textbooks and instructional materials recommended for state adoption.
- Approved the list of textbooks for 6-12 English and Literature, K-12 Mathematics, and Foreign Language.
- Supported initiatives to accelerate college-level opportunities for students through the Early College Scholars Program, which enables students in their junior or senior year to complete their high school diploma and concurrently earn a semester's worth of credits that can be used towards a college degree.
- Worked to expand Career and Technical Education opportunities for students through the Path to Industry Certification program, which provides high school seniors an opportunity to earn their high school diploma and complete technical preparation and industry certification by enrolling in tuition-free training at a Virginia community college immediately following graduation.
- Adopted the *Educational Technology Plan for Virginia 2003-09*.
- Supported efforts to establish a state-level education information management system (EIMS) that will enable the Virginia Department of Education (VDOE) to meet increasing state and federal reporting requirements and enable stakeholders at all levels of education to make informed educational decisions based on accurate and timely information.

**Objective 2: The Board of Education will enhance the academic program and the quality standards for public education in Virginia.**

The Board of Education's constitutional responsibility is "to determine and prescribe" the Standards of Quality (SOQ) for Virginia's school divisions. During 2003, the Board conducted a comprehensive review of the Standards of Quality. The prescribed amendments were presented to the 2004 session of the General Assembly, and many of the amendments were adopted and funded by the legislature. To

follow that success, the 2005 session of the General Assembly adopted and funded the remaining recommendations that had been prescribed by the Board of Education.

Schools are employing a variety of tactics to address individual student's learning needs. Tactics include reducing class sizes, expanding early childhood programs, improving the quality of teachers providing poor and minority students, and encouraging more minority students to take high-level courses.

Highlights of recent Board of Education actions include:

- Presented amended Standards of Quality at the 2004 and 2005 sessions of the General Assembly. Most of the amendments prescribed by the Board were adopted and funded by the legislature, including provisions for five elementary resource teachers per 1,000 students; one support technology position and one instructional technology position per 1,000 students, and a daily planning period for teachers at the middle and high school levels.
- Adopted criteria and procedures for conducting division-level academic reviews and improved the procedures used in conducting school-level reviews.
- Completed the revision or repeal process or in the process of revising a total of thirty (30) Board of Education regulations.
- Established a Board of Education committee to study and recommend actions to improve programs for English as a Second Language (ESL) students.
- Revised the criteria and established a standing committee of the Board of Education to review charter school applications, consistent with existing state law.
- Initiated setting the criteria and a process for approval of private educational management companies to provide services to Virginia schools.
- Approved the Stanford English Language Proficiency test and certain locally developed and/or selected instruments to measure the English language proficiency of Limited English Proficient students for 2003-2005.
- Approved the criteria and process for adopting instructional methods or models/programs that have been proven to be effective in assisting schools accredited with warning in English or mathematics.
- Received the recommendations from the joint committee to study feasibility of developing a curriculum for nutrition and exercise for K-12 students.

**Objective 3: The Board of Education will continue efforts to enhance the training, recruitment, and retention of highly qualified professional educational personnel.**

The Board of Education encouraged efforts to attract, train, and retain skilled and diverse teachers by reviewing and improving the traditional approved program route, the Career Switcher route, and through alternative routes into the teaching profession. A key program is the Teacher Quality Enhancement project, a multifaceted program described earlier in this document. The program, funded through a federal grant, will enable Virginia, despite current economic challenges, to enhance the teaching profession. These funds provide incentives for good teachers to stay in the profession, and to help recruit good, new teachers who will stay and teach in their own communities. The grant is a good start, but the Board of Education is challenged to implement additional creative public-private partnership opportunities to retain quality teachers, particularly in underserved rural and urban schools.

Highlights of recent Board of Education actions include:

- Adopted criteria for the alternate route program for highly qualified teachers.

- Adopted criteria for highly qualified special education teachers.
- Established the Special Committee of the Board of Education to Study and Make Recommendations Relative to Teacher Licensure Assessments.
- Adopted a recommendation of the Advisory Board for Teacher Education and Licensure to set a cut-score of 165 for the *School Leaders Licensure Assessment (SLLA)* to be effective July 1, 2005, for principals and assistant principals.
- Supported the development of a regional cooperative for teacher licensing and the formation of a consortium of surrounding states to create the Meritorious New Teacher Candidate designation for graduates of approved teacher education programs to provide a symbol of excellence to be noted on the initial license of exceptionally well-prepared and high-performing new teachers.
- Established Proficiency Levels for the American Council on Teaching Foreign Languages (ACTFL) Oral Proficiency Interview and Writing Proficiency Test.
- Supported efforts to attract, train, and retain skilled and diverse teachers through the Teacher Quality Enhancement project. Highlights of this comprehensive program include:
  - ✓ Sponsoring the Great Virginia Teach-In in 2004 and again in 2005;
  - ✓ Supporting the Praxis I Tutorial Assistance Program for prospective teachers who have not achieved passing scores on Praxis I;
  - ✓ Supporting the Teacher Mentoring Pilot Program to encourage school divisions to adopt proven, research-based teacher mentoring and/or induction programs in accordance with their instructional needs and circumstances; and
  - ✓ Supporting Teachers of Promise, which provides prospective teachers with an exemplary professional development experience and mentors during their first year in the classroom.

**Objective 4: The Board of Education will support accountability and continuous improvement in all schools.**

During the past two years, what to do about chronically low-performing schools has become an important topic for the Board of Education, strongly influencing Virginia's school improvement efforts and accountability program. Clearly, the state cannot do all of the work when it comes to school improvement. Ultimately, it is at the school level where the ability and the will to improve need to take root. Even more fundamentally, it is at the school division level where the assistance and resources to get the job done must come. Where central leadership and resources are blocked or inconsistently provided, trouble ensues that can permeate many if not all of the schools in the entire division.

The Board of Education played a critical role in establishing a policy environment that facilitates, rather than hinders, the development of local will and ability. The Board placed its focus on creating the conditions under which schools can thrive. In those cases where schools still did not achieve what is expected of them, the Board of Education sought and received the authority and the responsibility to intervene. Even as the Board of Education worked to formulate helpful policies, the federal No Child Left Behind Act added a significant new dimension to the treatment of low-performing schools. Within its accountability framework, the law incorporates a number of sanctions that schools and school divisions and the state as a whole must administer to struggling schools that receive funding under the federal Title I program students.

Highlights of recent Board of Education actions include:

- Sought and received new authority that modifies the current school compliance process within the Standards of Quality to authorize the Board of Education to require an academic review of any school division that, through the school academic review process, fails to implement the

SOQ. The new provisions also require the reviewed school division to submit for approval by the Board a corrective action plan setting forth specific actions and a schedule designed to ensure that schools within its school division achieve full accreditation status. Four local divisions have signed memoranda of understanding and are undergoing the division-level review.

- Established the Committee on Lowest-Performing School Divisions to study the needs and recommend ways to assist the lowest performing school systems in the state.
- Established or revised cut scores for the following tests:
  - ✓ History Standards of Learning tests based on the 2001 standards revision
  - ✓ Workkeys: Reading for Information, Workkeys: Applied Mathematics, and ACT: EXPLORE as substitute tests for the literacy and numeracy requirements of the Modified Standard Diploma
  - ✓ “Plain English” Standards of Learning Mathematics tests for grades 3, 5, and 8
  - ✓ Reading subtest of the Stanford English Language Proficiency Test when used as a substitute for the Standards of Learning grade 3 English test and the grade 5 and 8 Standards of Learning reading tests for students at the lowest level of language proficiency (levels 1 and 2) or in the first year of enrollment in a school in the United States.

**Objective 5: The Board of Education will assist teachers to improve the reading skills of all students, especially those at the early grades.**

A number of policies and initiatives are in place at the state and local levels aimed at improving literacy and reading achievement statewide. State-level reading policy is embodied in the Standards of Quality, the Standards of Accreditation, and the Standards of Learning. A variety of other initiatives aimed at improving reading skills, especially in the early grades, address funding, instructional materials, instructional technology, professional development, and technical assistance.

In April 2003, the Board of Education adopted a recommendation of the Advisory Board on Teacher Education and Licensure to require a reading instructional assessment for elementary preK-3 and preK-6 teachers and special education teachers, and reading specialists no later than July 1, 2004. This test is now being administered to new licensure candidates. In June 2004, the Board of Education modified its policy to exempt from the required assessment teachers of early childhood special education, teachers of students with severe disabilities, and speech language pathologists. This assessment program is now up and running. The task now is for the Board to set the appropriate cut-scores for the assessments.

Virginia’s pre-school initiative for at-risk children is an incentive-based program that has now been expanded to 100 percent of the eligible children. Previously, funding was available for only a portion of the eligible students. High-quality pre-school programs can accelerate intellectual and social development, especially among children who live in high-poverty communities. An example of the cooperative efforts in Virginia are seen with the 2004 update of *Virginia’s Foundation Blocks for Early Learning: Standards for Literacy and Mathematics*, which describe specific indicators for pre-kindergarten children in the content areas of reading and mathematics. Oral expression, vocabulary, phonological awareness, letter knowledge, and early word recognition, print and book awareness, and written expression are emphasized in literacy, and number and number sense, computation, measurement, geometry, data collection and statistics, and patterns and relationship in mathematics. These standards provide early childhood educators with a set of indicators of success for entering kindergarten.

Highlights of recent Board of Education actions include:

- Established a reading assessment for elementary preK-3 and preK-6 teachers and special

education teachers, and reading specialists. This test is now being administered to new licensure candidates. (In June 2004, the Board of Education modified its policy to exempt from the required assessment teachers of early childhood special education, teachers of students with severe disabilities, and speech language pathologists.)

- Established the Advisory Board on Adult Education and Literacy.
- Received the document developed by the Department of Education entitled *Virginia's Foundation Blocks for Early Learning: Guidelines for Literacy and Mathematics*. This document was in response to the 2004 Appropriation Act, which included language for the At-Risk Four-Year-Old Program (Virginia Preschool Initiative) requiring the Department of Education, in cooperation with the Council on Child Day Care and Early Childhood Programs, to establish academic standards that are in accordance with appropriate preparation for students to be ready to successfully enter into kindergarten.

**Objective 6: The Board of Education will provide leadership for implementing the provisions of the *No Child Left Behind Act* (NCLB) smoothly and with minimal disruption to local school divisions.**

Under NCLB, each state must implement a system of accountability for schools and divisions that is designed to ensure that all children perform at or above proficiency on challenging state academic achievement standards and state assessments. The legislation requires the state to take many specific actions to meet the provisions of NCLB, including developing a timeline with annual targets by which this goal will be achieved no later than the 2013-2014 school year. Actions taken by the Board of Education in the last several years have anticipated much of what NCLB now requires. Therefore, Virginia has a solid foundation upon which to craft strategies to meet the provisions of the law.

Highlights of recent Board of Education actions include:

- Developed and implemented an achievement recognition award for Title I schools for local school divisions that exceed adequate yearly progress (AYP) requirements.
- Developed and administered annual science tests in grades 3, 5, and 8.
- Approved criteria for High Objective Uniform State Standard of Evaluation (HOUSSE) for Virginia.
- Negotiated with the U.S. Department of Education (USED) regarding regulations limiting the number of students with disabilities whose proficient score on state assessments based on alternate achievement standards could be counted in calculating AYP. In Virginia, this is the Virginia Alternate Assessment Program (VAAP). The limit set by USED is one percent of the students tested at the applicable grade levels. Under the provision that permits states to request an exception to this cap, the Board negotiated at 1.13 percent cap.
- Modified the process for calculating and reporting the AYP status of “small n schools,” which are those schools with 50 or fewer students enrolled in the tested grades or courses.
- Adopted the guidelines for sanctions/corrective actions for school divisions in improvement status, as required by the *No Child Left Behind Act of 2001*. While no school divisions in Virginia are in this situation, current guidance from the U.S. Education Department suggested that states also must address sanctions for school divisions not receiving Title I funds.
- Submitted to the US Education Department (USED) amendments and requests for additional flexibility in the form of specific waiver requests as allowed under the federal provision that permits states or localities to request, and the U.S. Secretary of Education to approve, waivers to requirements in NCLB statute or regulations.